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A BRIEF HISTORY OF NAPVI

Until 1980, there was no national organization that had as its goal to serve families of visually impaired children without regard to the degree of severity of visual loss, additional impairments or the age of the child. The goals of the National Association for Parents of the Visually Impaired, Inc. are to provide support, information and service to such families. NAPVI strives to meet parent needs:

for emotional support and relief from feelings of isolation felt when their child is blind or seriously impaired;

for information so that they can make better decisions about care, education and treatment for their children;

for training and assistance in establishing local, state and regional parent groups;

for assistance in understanding how to find and use resources that are available to them;

for a united effort to acquire and maintain quality services for all blind and visually impaired children;

to communicate and share expertise and empathy which provides encouragement and help;

for communicating their expectations to federal, state and local service agencies in a constructive manner; and

to feel their children are accepted as worthy individuals.

It all began in March-April of 1979, when a group of about 20 parents from across the United States were invited to a meeting in St. Louis, Missouri. The meeting was held May 9-10, 1979 and was funded by the American Foundation for the Blind. Mr. William F. Gallager and Dr. Susan Jay Spungin met with this group of parents and posed two questions. First, why isn't there a national association for parents of blind and visually impaired children similar to parent associations for other groups of handicapped children such as the Association for Retarded Citizen, United Cerebral Palsy, etc. Second, is there a need for such an organization to be established?

After considerable discussion, the parents who were assembl ' concluded they did not know the answer to either question. They agreed to find answers. A survey was sent to as many parents as were known to the group, requiring about 125 questionnaires. To the surprise of all, 240 responses were received. (Parents were invited to copy and share the form with others.)

The group met again in New Orleans, Louisiana in November 1979, to study the results of the survey. The answers to the questions on the survey pointed out that parents surveyed were interested in having a national organization; there was a need for more information and interest in a national newsletter; many parents who responded came from small communities and felt isolated from others who understood their needs; and many of the parents had young children. The group also collected additional information about how other organizations of parents of handicapped children were established and operated.

After considering the results of the survey and information about other parent groups, it was clear that there was a need for a national organization for parents of visually impaired children. Many local groups of parents with blind and visually impaired children had been started over the years, but few operated consistently. It was clear that a major function of a national group should be to encourage and sustain development of local groups.

A third question came to the minds of this ad hoc committee: Can a national organization for parents of the visually impaired be established? The group assembled committed themselves to try. Articles of incorporation, bylaws and organizational procedures were established. The ad hoc committee, formed in November 1979, was dissolved, and on March 5, 1980, the National Association for Parents of the Visually Impaired, Inc. (NAPVI) became a reality.

NAPVI now has members in every state, with several local and state affiliates. It is striving to provide support, information and services to families across the United States. To be a voting member of the organization one must be the parent or guardian of a visually impaired child. Others interested in supporting NAPVI's purposes are welcomed as associate, agency and supporting members. The national office is located in Austin, Texas. For more information write: National Association for Parents of the Visually Impaired, Inc., P.O. Box 180806, Austin, Texas 78718, or call: (512) 323-5710.

DOCUMENT FILE

#	SUBJECT TITLE	DATE	#	SUBJECT TITLE	DATE
1	Letter Requesting Funding Labels	2/5/87			
2	Letter Giving Funding Labels	2/5/87			
3	Fund Raising: Weighing The Options				
4	Letter To Eileen About Alan Dinsmore	8/3/87			
5	LTR to Gallagher	4/3/89			

National Association for Parents of the Visually Impaired, Inc.

• support
• information
• service

P.O. Box 180806, Austin, Texas 78718, Tel. (512) 323-5710

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Executive Director

Keitha Robinson (Acting)
Austin, Texas

NAPVI is a non-profit organization.

NAPVI's officers and board members serve on a volunteer basis.

February 5, 1987

Dr. Susan Jay Spungin, Associate Executive Director
American Foundation for the Blind
15 West 16th Street
New York, NY 10011

Dear Dr. Spungin,

It was so good to have you at the NAPVI Executive Board Meeting last month. I know Lee especially felt it made his last meeting with the Board as special as those first early meetings were for all of you.

In the NAPVI office we've just completed the membership renewal mailing and are thinking ahead to the one-time funding letter we discussed at that meeting in January. You mentioned that it would be possible for us to obtain the AFB directory mailing labels to generate such an appeal. I hope that is still possible.

Eileen has gone full speed ahead with plans for the summer leadership seminar; I'm certain that much of the success of our November conference was due to Eileen's charge-ahead leadership.

I hope you are finding a little time to relax in the midst of all New York's snowy weather--even with your hectic schedule.

Sincerely,

Keitha

Keitha Robinson

RECEIVED
FEB 9 1987
S.J.S.

AMERICAN FOUNDATION FOR THE BLIND, INC.

2

February 5, 1987

Mrs. Keitha Robinson
NAPVI
7530 North Lamar Boulevard
Suite 106
Austin, Texas 78752

Dear Keitha:

As we discussed here are the labels for NAPVI fund-raising.

Sincerely,

Susan Jay Spungin, Ed.D.
Associate Executive Director
of Program Services

SJS:arr
Enclosure
cc: A. Zambone

15 WEST 16TH STREET, NEW YORK, NEW YORK 10011
TELEPHONE: (212) 620-2000 / TDD (212) 620-2158
CABLE ADDRESS: FOUNDATION, NEW YORK / AN EQUAL OPPORTUNITY EMPLOYER

FIELD OFFICES
Region I 15 West 16th Street, New York, New York 10011 (212) 620-2039
Region II 1660 L Street, N.W., Washington, D.C. 20036 (202) 429-0358
Region III 203 North Wabash Avenue, Chicago, Illinois 60601 (312) 269-0095
Region IV 100 Peachtree Street, Atlanta, Georgia 30303 (404) 525-2303
Region V 260 Treadway Plaza, Exchange Park, Dallas, Texas 75235
Region VI 760 Market Street, San Francisco, California 94102 (415) 392-4845
Governmental Relations Office - 1660 L Street, N.W., Washington, D.C. 20036 (202) 467-5996

FUND-RAISING: WEIGHING THE OPTIONS

by Keitha Robinson

"The darkest hour in any man's life is when he sits down to plan how to get money without earning it," Horace Greeley wrote...and most of us believe strongly in this work-oriented ethic. We have been raised to work hard in order to provide the necessities of life for our families—"creative fund raising" is rarely part of our vocabulary.

But once in a while some event comes along that we would really love to attend—perhaps a concert or a distant meeting. In our minds we range swiftly over the milk budget and the loan obligations and realize that there's just no way we can participate.

In just this way many parents throughout the country have read about the NAPVI Conference, scanned the budgets and have decided they will never make Arlington, Texas in November of 1986. Without some outside help, there's just no way.

NAPVI President Elaine Moses has urged parents to go to civic groups in their communities to ask for funds to attend this first-ever national parent conference. And yet, like Greeley, we somehow think it's "dark" or demeaning to ask for funds for ourselves—for travel and a vacation, for goodness sake!

As parents, we don't realize that attending a three-day conference is not a relaxing vacation. Ask any doctor, teacher or other professional who regularly attends such conferences. They will describe to you the long hours sitting in sessions, visiting with colleagues, hurrying out for a meal only to reconvene in an hour's time, of stop-and-go travel to and from the convention city. We're not talking about a trip to Disneyland, then.

What we are talking about is the tremendous benefit your attendance is going to be to your community. We fully believe that those who attend this conference are going to return to their homes with added determination to reach out in support to other parents of visually impaired children. We believe that this conference is going to "ripple out" to many parents because of the enthusiasm of those who are able to attend. That is NAPVI's full purpose in having this Convention.

As a parent, you may be hesitant about asking anybody for money, even if it is a "group" of professional or civic leaders. If so, find a professional (your child's teacher or principal) who will submit your proposal to attend the conference to that group.

NAPVI Executive Director Lee Robinson has been spending many hours on the phone talking with agency officials thoughout the nation, urging them to "sponsor" a parent to come to the convention. "A teacher or a principal can put a word in the right ear to a member of a local group and these funds can be made available, especially when everyone is made to realize what a tremendous boost it's going to be to the parents of visually impaired children in that particular community to have a representative at this conference," he said.

A SAMPLE PROPOSAL

So now that you've decided to either approach a local grou yourself or have asked a professional to take your cause to that group, what needs to be in your "proposal?" (The following responses are examples only, not meant to be followed rigidly.)

1. A Summary Statement: "I am asking your financial assistance in providing travel and convention funding necessary so that I may attend NAPVI's First National Parent Conference in Arlington, TX, November 5-8, 1986.

2. A statement of the questions to be addressed: Why is it beneficial for me to attend this meeting? How much will it cost? How much can I come up with on my own?

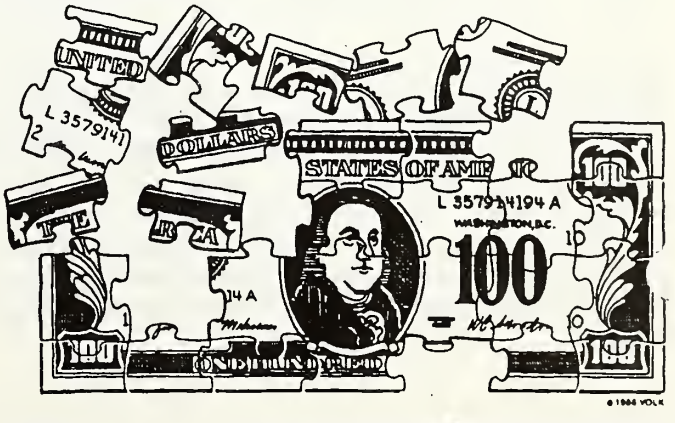
3. A statement of your goals in attending the conference: "By my attendance at this conference, I hope to gain valuable information in order to enrich my relationship with my visually impaired child and to find ways to help other parents of visually impaired children in my community."

4. Procedures of the Conference: "The NAPVI Conference will last three days. Sessions on the first day will be geared to coping skills of parents; second-day sessions will revolve around educational and medical know-how in parenting visually impaired children and sessions the third day will focus on national agencies and service resources."

5. An evaluative assessment: "I will be collecting conference materials and taking notes during the sessions. I would be pleased to speak to your group following the Conference with a description of that meeting and to share informatic about visually impaired children in general. I also hope to gather other parents in the community following the convention so that I can share many things I learned at the Conference."

6. A detailed budget: "My plane ticket via Delta Airlines will cost _____. Registration for the Convention will be $90, as I plan to pre-register prior to October 1. My hotel bill will be $60 per night. Taxi fare from the airport (round trip) will be $12. (An estimated cost form drawn up by NAPVI President Elaine Moses and Program Committeeperson Diana Cuthbertson is included on this page and may be helpful as you submit your proposal.)

One final note: your proposal should have a neat appearance. If you are going to submit it handwritten, make sure you've printed legibly. You're dealing with business and professional persons and you are asking for a portion of their money, after all.



AWARENESS
P.O. Box 180806, Austin, Texas 78718

ESTIMATED NEEDS

Following is a list of anticipated expenses for a **HANDS-ON LEADERSHIP TRAINING SEMINAR FOR PARENTS** sponsored by the National Association for Parents of the Visually Impaired August 7-9, 1987 at King of Prussia, PA near Valley Forge.

Travel
- auto expenses _____
- Air Fare from _____ to Valley Forge _____

Room ($62 per night, single, double occup. _____

Conference Registration
- Member parent $50; $80 couple
- Non-member parent $60
- Member professional $60
- Non-member prof. $70 _____

Additional Food Costs _____

Name _____
Street Address _____
City, State, Zip _____

Much of this information was published prior to our 1986 National Convention in Texas; however, we felt the topic was timely for 1987 as well. We have generated a special Estimated Needs form for the Pennsylvania Seminar for your use in submitting fund-raising proposals.

TO NAME BUT A FEW...

Here is a "sampler" of groups that might be approached in your creative fund raising efforts:

Senior citizen groups, Elks; Lions, Soroptimists, Masons, International Order of Odd Fellows, active 20-30 clubs, Knights of Columbus, Jacyees, YM-YWCA, Rotary, Kiwanis, area women's clubs, Optimists, Altrusa, Telephone Pioneers; PTA, teachers' organizations, Grange, Farm Bureau, Farmer's Union, business associations, employee's associations, Chamber of Commerce, Medical Society, Dental Society, Business and Professional Women, church groups, Urban League, NAACP, college/university alumni groups.

AMERICAN INGENUITY PUTS PENNIES IN THE TILL

We know of several groups around the country who are already hard at work having bake sales and brainstorming on other ways to help send some of their parent members to the conference. To make those coffers swell, you might try one or more of the following "moneymakers:"

Audience Participation Events: decorator's showcase; garden walk; craft and hobby shows; fairs and festivals, card parties and bingo; house tours; marathons.

Merchandise Events: auctions, raffles, flea markets, and sales of plants, antiques, books and other products.

Food and Drink Events: big dinners, fashion show, cocktail parties, picnic, coffees and teas, potluck supper.

Professional Entertainment Events: plays and musicals, movie premieres, celebrity lectures.

Athletic Events: celebrity participations, concessions at semi-pro contests, tournaments.

Service Events: car wash, babysitting at shopping malls, handicraft sales, house painting, summer employment service, pillow cleaning service, fertilizer delivery.

Do-It-Yourself Training Events: microwave cooking, home entertainment ideas, outdoor gardening, how to use cosmetics, identifying genuine antiques, bagel making, flower arrangemenets, self-defense courses.

Potpourri: product sales, running your own business, salvage, door-to-door distribution, direct mail solicitation, trading stamp donations.

Each of the events listed above can be profitable to organizations of any size. Many of them take manpower and some money. Remember, however, that donations can also be obtained for these, too. Don't hesitate to solicit help from other organizations to make your fund raising event a success.

When considering any fund raising event, be sure you know the local laws and taxes which apply to such events and comply totally. Use and sale of alcoholic beverages is usually prohibited at public events. Special permits may be required, sales tax may be required, etc. Check with the local authorities to make sure that you are operating within the law.

"Some people have a less keen sense of their duty and responsibility than others. With them a little urging may be helpful. But with most people a convincing presentation of the facts and the need is far more effective. When a solicitor comes to you and lays on your heart the responsibility that rests so heavily on his; when his earnestness gives convincing evidence of how seriously interested he is; when he makes it clear that he knows you are no less anxious to do your duty in the matter than he is, that you are just as conscientious, that he feels sure all you need is to realize the importance of the enterprise and the urgency of the need in order to lead you to do your full share in meeting it—he has made you his friend and has brought you to think of giving not as a duty but as a privilege."—John D. Rockefeller.

REPRINTS

National Association for Parents of the Visually Impaired, Inc.

• support
• information
• service

P.O. Box 180806, Austin, Texas 78718, Tel. (512) 323-5710

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Eileen Hudson, Vice President
Beloit, Wisconsin
Judith Stotland, Secretary
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Austin, Texas

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August 3, 1987

Dear Eileen,

As per your request, I am sending this letter with suggestions as to how Alan Dinsmore can be of assistance to NAPVI out of his Washington, D.C. office. The ideas are not exhaustive but may stimulate you and Alan to think of other ways he can help.

First, I would think the most important area is that of pending legislation which could impact those with visual impairments. If we were to know of bills introduced early enough, we could mount a campaign to support or oppose these bills before they become law.

Once bills become law, there is a process of writing rules and regulations, with accompanying hearings. Again, if we could know when these hearings are scheduled, we could influence their nature.

In both of the above areas, it would be very helpful if we could have copies of the bills and/or the laws together with the rules and regs. If these could be sent on a routine basis, it would be most helpful.

Still another area in which we could use help is in terms of national trends in education, both general and special. As new ideas are proposed, it would be helpful if we could know about them and consider what effect they could have on the education of blind children. For example, the recent passage in Iowa of a tuition tax credit, if it were to become a national trend, could force major changes in education which could leave blind children in depleted public schools.

Legislation affecting vocational rehabilitation would likewise be of great interest. Children grow up to be adults and workers.

Still another area is that of lawsuits associated with any or all of the above listed areas. There are, and will continue to be, differences of opinion regarding the intent or constitutionality of laws which will have to be decided by the courts. Awareness of some of the more important cases would be most helpful.

Last, but not least, are the relations among organizations of and for the blind. Even though we may not like an organization, it will still have an impact on how the blind and visually impaired are perceived by the public and unless we know by what and how we are being represented, we will not be able to influence public attitudes.

There are other areas, but hopefully the above will be a good start. If you have need of additional ideas, feel free to contact me.

Sincerely,

John M. Crandell, Jr.

John M. Crandell, Jr.

National Association for Parents of the Visually Impaired, Inc.

• support
• information
• service

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NAPVI's officers and board members serve on a volunteer basis.

all NAPVI

29 DECEMBER 1988

RECEIVED
JAN -5 1989
A.M.Z.

WILLIAM F. GALLAGHER
EXECUTIVE DIRECTOR
AMERICAN FOUNDATION F/T BLIND
15 WEST 16TH ST.
NEW YORK, NY 10011

DEAR WILLIAM,

I WOULD LIKE TO TAKE THIS TIME TO EXTEND APPRECIATION AND THANKS FROM THE EXECUTIVE BOARD AND LEGISLATIVE COMMITTEE OF NAPVI FOR THE GRANT YOU HAVE PROVIDED FOR OUR TRIP TO WASHINGTON, D.C. AND FOR THE TIME AND MONEY EXPENDED IN APPROVING THIS GRANT.

IF POSSIBLE, I WOULD LIKE TO RECEIVE THE GRANT MONIES AS SOON AS POSSIBLE. WE HAVE SET A TENTATIVE DATE FOR THE TRIP FROM 6 FEBRUARY TO 10 FEBRUARY, 1989. IN ORDER TO MAKE RESERVATIONS AND FLIGHT PLANS, IT IS NECESSARY FOR ME TO HAVE THE GRANT MONIES HERE.

THANK YOU AGAIN. THIS GRANT IS VERY IMPORTANT TO NAPVI AND TO THE NAPVI MEMBERS WHO WILL BENEFIT BY THIS TRIP.

SINCERELY,

Henry H. Hedgecock

SMS HENRY H. HEDGECOCK
USAF (RET.)
EXECUTIVE DIRECTOR

HHH/TCH

CC: SUSAN J. SPUNGIN
WALTER DECKER
KATHLEEN HUEBNER
ALANA ZAMBONE

DOCUMENT FILE

SUBJECT TITLE	DATE	#	SUBJECT TITLE	DATE
DESIGNING THE IEP				
EVALUATING THE IEP				
IEP APPLICATION				

DESIGNING THE IEP

DESIGNING THE SYSTEM

Kate Aldrich, R.N.
Alana Zambone, Ph.D.

Session Goal: Parent participants will acquire skills to enable them to ensure educational rights for their children as mandated by Section 504, P.L. 94-142, and P.L. 99-457.

Objectives: At the end of the session Designing the IEP, Designing the System parents will be able to:

1. Develop skills to tactfully, persistently and assertively as an IEP team member.

2. Describe the content of an IEP that addresses the needs of a child with visual impairments.

Outline of the Session:

1. Brief review of handout materials:
   - A. Role-play scripts
   - B. Evaluating an IEP meeting
   - C. Legal aspects of an IEP
   - D. Content of an IEP
   - E. Sample IEP form
   - F. Fact sheets on parent rights under Section 504, P.L. 94-142 and P.L. 99-457.

2. Role Play I

3. Evaluation and Discussion of Role Play I

4. Role Play II

5. Evaluation and Discussion of Role Play II

6. Review and discussion of important components of a good IEP

7. Discussion of how to monitor and/or change the IEP

8. Summary

9. Discussion

STRATEGIES FOR EVALUATING THE IEP

I. Assessment Should Include:
   1. Ophthalmological/Optometric report where appropriate
   2. Low vision report where appropriate
   3. Concept Development and Academic Skills
   4. Communication Skills
   5. Social and Emotional Skills
   6. Sensory/Motor Skills
   7. Orientation and Mobility Skills
   8. Daily Living Skills
   9. Career and Vocational Skills

II. Critical Questions Regarding Assessment and Identification of Educational Needs

   1. How does the program ensure that assessment personnel are knowledgeable about visual impairment?
      A. Use of nondiscriminatory assessment instruments
      B. Adaptations needs identified and provided

   2. How does the program develop assessment reports that identify a student's unique educational needs related to the visual impairment, including needs for specialized equipment and materials?

   3. How does the program's staff consider the variables that affect students' unique educational needs when visually impaired students are being assessed?
      A. Congenital or Adventitious Visual Impairment
      B. Multiple Impairments
      C. Infants and Preschool -- unique needs
      D. Elementary -- unique needs
      E. Secondary -- unique needs
      F. Nature of the Visual Impairment
      G. Functionally Blind and Low Vision students
      H. Other, (non-disability related) special needs, ie. bilingual, health care, etc.

III. Educational Needs
   1. Concept Development and Academic Needs
      A. Concept Development
      B. Listening Skills
      C. Study Skills
   2. Communication Instruction
      A. Reading
      B. Writing
   3. Social/Emotional Instruction
      A. Socialization
      B. Affective
      C. Recreation
      D. Human Sexuality
      E. Understanding and Acceptance of the Visual

Impairment
4. Sensory/Motor Instruction
5. Orientation and Mobility Instruction
6. Daily Living Skill Instruction
7. Career and Vocational Instruction
8. Materials and Equipment

The above is drawn from the State Guidelines of California Department of Special Education

The above is a brief list, related to chapter 2 of the Guidelines, also in your handouts, of areas that should be addressed in the Individual Education Plan. The plan should include a summary of strengths and needs, based on comprehensive assessment of those areas listed on the preceding page. Furthermore, the goals and objectives should be based on the assessment information. They should reflect, in varying degrees depending on the child's age, skill level and educational needs at any point in time, all of the above curricular areas. This does not necessarily mean that there will be a goal and/or objective for each area. Many may be combined, such as sensory/motor and orientation and mobility for the very very young child. It does mean, however, that you should be able to see how the child's goals and objectives are leading to increased competence in all areas.

The IEP should also include:

1. Strategies for attaining goals and objectives, based on assessment information about how the child best learns, including, but not limited to curriculum and materials.

2. Person or the persons responsible for seeing that the goals and objectives are implemented as proposed and that evaluation of progress occurs

3. Starting and completion dates for goals and objectives

4. Goals and objectives in observable, measurable terms that correlate with evaluation

5. Evaluation measures, strategies and timelines, including provision for periodic review at least annually

6. Plan for related services and non-academic education experiences such as physical education

7. Provision for assuring that the child is receiving services in the least restrictive environment, including provisions for opportunities to interact with non-disabled peers.

8. Review and approval by all involved in the child's education, including you, the parent!

The best evaluation of an IEP are the questions:

Were my child to move to another educational setting, with new teachers and related services personnel, would they be able to continue with my child's program based on this IEP, their professional expertise and my input and knowledge of the program described in the IEP?

After reading this IEP, do I have a picture of what my child's strengths and needs are, how they are going to be met and where my child should be at the end of the school year or another specified time? -- Can I get some sort of an idea of what he or she will be doing all year in school and why?

3

School District
Address
City, Oregon ZIP
(503) Phone

INDIVIDUALIZED EDUCATION PROGRAM

Full Legal Name

Date Special Education Eligibility (Re) Established

Date of IEP Meeting

Projected Date of IEP Annual Review

PARTICIPANTS IN IEP MEETING

Child's Teacher/Title

Child, Where Appropriate

District Representative/Title

Other/Title

Parent(s)

Other/Title

SPECIAL EDUCATION SERVICES TO BE PROVIDED

Services	Least Restrictive Environment	Projected Dates of Initiation	Anticipated Duration of Services
☐ Specially designed reading			
☐ Specially designed math			
☐ Specially designed spelling			
☐ Specially designed language arts			
☐ Specially designed P.E.			
☐ Speech Pathology			
☐ Specially Designed Vocational Education			
☐ Other,			
☐ Other,			

RELATED SERVICES TO BE PROVIDED

Services	Projected Dates of Initiation	Anticipated Duration of Services
☐ Transportation		
☐ Speech Pathology		
☐ Audiology		
☐ Psychological Services		
☐ Physical Therapy		
☐ Occupational Therapy		
☐ Special Equipment		
☐ Reader Services		
☐ Volunteer Services		
☐ Recreation		
☐ Counseling Services		
☐ Other,		
☐ Other,		

EXTENT OF PARTICIPATION IN REGULAR PROGRAMS

(including non-academic settings)

ATTENDS ATTENDANCE AREA SCHOOL ____ YES ____ NO

(If no, explain)

PHYSICAL EDUCATION

Regular P.E. ____ YES ____ NO

Specially Designed P.E. ____ YES ____ NO

P.E. Requirement Completed ____ YES ____ NO

Name _____ Page _____ of _____

PRESENT LEVEL OF EDUCATIONAL PERFORMANCE IN (area) _____

ANNUAL GOAL: _____

SHORT TERM OBJECTIVE(S)	CRITERIA	EVALUATION PROCEDURE(S)	SCHEDULE(S)

PRESENT LEVEL OF EDUCATIONAL PERFORMANCE IN (area) _____

ANNUAL GOAL: _____

SHORT TERM OBJECTIVE(S)	CRITERIA	EVALUATION PROCEDURE(S)	SCHEDULE(S)

PRESENT LEVEL OF EDUCATIONAL PERFORMANCE IN (area) _____

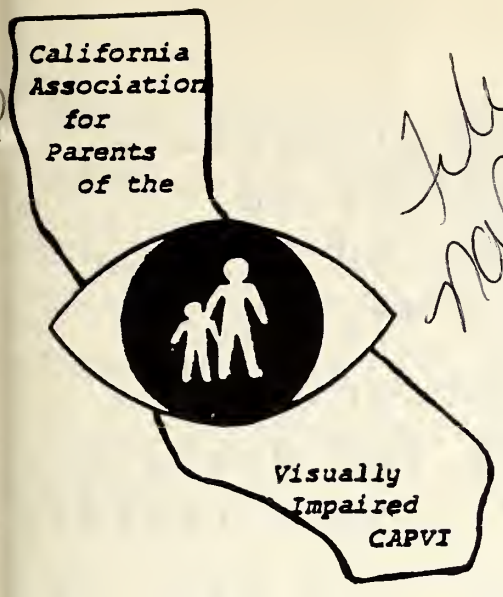
ANNUAL GOAL: _____

SHORT TERM OBJECTIVE(S)	CRITERIA	EVALUATION PROCEDURE(S)	SCHEDULE(S)

DOCUMENT FILE

SUBJECT TITLE	DATE	#	SUBJECT TITLE	DATE
PUBLICATIONS OF NAPVI				
PROJECTS LISTING FOR PTI				
ARC FACTS OCTOBER 86	10/86			
ASSESSING UNIQUE ED. NEEDS				
AWARENESS - SECOND QUARTER	1987			
AWARENESS - THIRD QUARTER	1986			
IDENTIFYING THE UNIQUE ED. NEEDS RELATED TO A VIS. IMPAIRMENT				
RECOVERY OF LEGAL FEES IN SPEC. ED				
WHEN TO WRITE YOUR CONGRESSMAN				
STATE LEAD AGENCIES FOR PL 99-457	9/2/87			
SECTION 504				
PL 99-457				
FACT SHEET ON PL 99-457				
PL 99-457 CHART				
GUIDEPOST ARTICLE (PAGE 42)	—			
1987 TIME PLAN				
LETTER ON COMMUNICATIO				
RESOLUTIONS ADOPTED BY NAPVI				
TASH	5/12/88			
LTR requests permission	10/5			
LTR from Mulholland	1/10			

Alana Zamboni



C.A.P.V.I. SUMMER NEWSLETTER

The CAPVI Network

Presidents Message: Summer is almost here. We have gathered together a list of events that will interest both you and your children. There are many activities planned by the Foundation for the Jr. Blind besides summer day camp and Camp Bloomfield. There will be computer camp, daily living skills week and a special recreation program for the Inland Counties area. Speaking for CAPVI, we would like to express our appreciation to the Foundation for offering such a variety of experiences for our children. The Braille Institute Youth Center will also provide fun and educational activities at their summer day camp and resident camp.

Although most of these activities are geared toward elementary age children, parents of pre-schoolers remember to keep your children active. Search out community groups that offer swimming lessons, gymnastics, and field trips to children's museums, beaches and parks. Above all, make it a safe, restful, and great summer for the whole family.

Anna Del Castillo

May 30 AER One Day Seminar on Employment Issues at Braille Institute, 741 N. Vermont, Los Angeles. The seminar's theme will be Setting Life Goals as a Blind Person. The feature speaker will be Dr. Philip Hatlen professor of special ed. at San Francisco State University. Two topics of special interest for parents will be workshop G "Appropriate career education and when it should begin" and workshop F "Help from families and professionals: does caretaking foster dependence". Contact Jackie Shazadi at (213) 663-1111.

June 17 Wed. 7 p.m. CAPVI General Meeting at the Foundation for the Junior Blind. Guest speaker: Jamie Dote-Kwan, VH teacher and doctoral candidate. Topic: "Is Least Restrictive always the Most Appropriate?" Discussion of placement options and quality programs. If there are "gaps" in our children's education, then how do we find ways to plug up the holes? Contact the Foundation for directions at (213) 295-4555.

June 21 Summer Day Camp starts- Braille Institute Youth Center. Contact Julie Harvill (213) 851-5695.

June 22-26 Special Computer Camp for visually impaired youth. Contact Chaulmaine Fuller or Yolanda Callendar at the Foundation for the Junior Blind (213) 295-4555 to request an application. Spaces are limited.

July 11-18 American Council of the Blind 1987 Convention at the Los Angeles Airport Hilton Hotel. Contact ACB office at (818) 349-2636. If you are interested in going and would like to volunteer your assistance to the blind conventioners please contact Bob Acosta at the above number.

July 15 Bar-B-Que for ACB Convention Attendees and members of all JAC organizations CAPVI is a member. It will take place at 13445 Glenoaks Blvd. in Sylmar from 5-10 p.m. The host will be International Guiding Eyes, Inc. Contact person is Ellen at (818) 362-5834.

July 20-August 7 Summer Training Institute on Serving Visually Impaired and Multihandicapped Infants and their Families at the Foundation for the Junior Blind in Los Angeles. Several speakers and subjects will be of special interest to parents. Contact Rona Harrell at (213) 224-3786 or Jessica Lampert at (213) 295-4555.

July 27-August 7 Foundation for the Junior Blind will sponsor a recreation outreach program at DeAnza Park in Ontario. This will provide summer day camp activities for the Inland Empire visually impaired youth. Please contact Mark Lucas at (213) 295-4555.

Aug. 17-22 "Doing it Myself" Daily Living Skills Camp at the Foundation for the Junior Blind. Contact Chaulmaine Fuller or Yolanda Callendar (213) 295-4555. Pre-registration is a must.

Sept. 9 CAPVI Board Meeting at 7 p.m. Location to be announced. Contact Ed or Anna Del Castillo at (714) 946-5682.

Oct. 11 JAC Musicale Fund Raiser (Joint Action Council of the Visually Impaired) at Pasadena Estate of Shelly Holcomb and Dennis Lowe, 262 S. San Rafael, Pasadena from 2 to 6 p.m. Contact Laurie Starleaf at (213) 292-9455.

Donna Pfeiffer is the Northern California Rep. for CAPVI. She is looking to start an active chapter of concerned parents up North. You can contact her at (408) 265-2439. She is developing an information center for parents of visually impaired at Parents Helping Parents Inc. 535 Race St. Suite 220, San Jose, Ca. 95126. (408) 288-5010. If you have information to share or need information call Donna.

Joint Action Council has published a new California Directory of Services and Products for the Visually Impaired. Copies can be obtained for $10.00 per copy plus $1.00 shipping charge per book. Contact Frank Ryan at 415 South Oakland Ave., Apt. 8, Pasadena 91101.

If anyone is interested in finding out more about children with Optic Nerve Hypoplasia and want to share information, please contact Ruth van Ettinger at 154 E. Wyland Way #10, Monrovia, Ca. (818) 357-0849.

A worthwhile magazine for us all is The Exceptional Parent. It contains good articles by parents and professionals on all aspects of dealing with disabilities. Write to: The Exceptional Parent 605 Commonwealth Ave., Boston, Massachussettes 02215. A one year subscription costs $16.

"Kids America" a fun, educational radio program produced by Public Broadcasting Station from New York. Especially wonderful for our V.H. kids In the L.A. area it's KPPC 89.3 FM, 3:30-5p.m. M-Fri. Check the

CAPVI Officers and Area Representatives 1985-1987

President	Anna DelCastillo	(714) 946-5682
V.P.	Bob Bendtzen	(714) 768-3074
Secretary	Beverly Walters	(213) 867-4644
Treasurer	Sharon Bendtzen	(714) 768-3074
Membership	Richard Anaya	(213) 830-3507
Newsletter	April Carver	(213) 644-5687
Past Pres.	Judi Stotland	(818) 763-1759
Castro Valley	Barbara Lawson	(415) 581-0110
San Bernadino	Josie Garro	(714) 627-6070
San Diego	Cynthia Hackney	(619) 267-0966
No. Calif.	Mary Baltich	(415) 798-8206

Membership Application

Name:_____

Address:_____

City/ZIP_____

Phone:_____

VH Child's Age:_____ Male:_____ Female:_____

Visual Disorder:_____
Other Conditions:_____

Family Membership |__| $10.00 (includes NAPVI)

I wish to join for 1987 but can't pay now |__|

Professional |__| $10.00 Title_____

Remember: Membership in CAPVI will always include your membership to NAPVI. Please return this form and dues to:

Sharon Bendtzen
25366 Maximus St.
Mission Viejo, Ca. 92691

Support:

No. Ca.	Donna Pfeiffer	(408) 266-0380
	Kate Aldrich	(707) 539-9603

radio log in your city or contact PBS.

"Therapeutic Living Centers for the Blind is a private, non-profit organization providing homes and residential centers for the training and education of the multi-handicapped blind youth and adult." For more information call: (818) 506-4677. Address: 7955 Lindley Ave. Reseda, Ca. 91335.

Advocate's Corner: TASK in Southern California is available to do "advocacy training" for 15 or more people in your area. Call (714) 962-6332. In Northern California, CASE (Community Alliance for Special Education) 1031 Franklin St. San Francisco, Ca., is available for advocacy information. Contact CASE at (415) 928-2273.

On Tuesday March 31, 1987, the Computer Access Center had its grand opening. It is located at John Adams Junior High School, 2425 16th Street, Rm. 23, Santa Monica, Ca. 90405. (213) 450-8827. Its goal is to increase awareness, understanding and implementation of microcomputers with children and adults with disabilities. It seems to be a place where all of us with questions about equipment and software for our children can get answers.

The Disabled Children's Computer Group in El Cerrito, Northern Ca. is having a meeting on June 3, 7-9 p.m. for VI Users Resource Group. Call for reservations (415) 528-DCCG

Braille Writers: Covina Guild has 8 to 10 braillers available for free. They may need cleaning or repair. Contact Mrs. Van Mathews, P.O. Box 255, Covina, Ca. 91722. The Beach Cities Braille Guild has 12 braillers for sale. Contact them at P.O. Box 712, Huntington Beach, Ca. 92648.

Feel free to contact any of the officers for information or suggestions as to how we can better serve you as parents of visually impaired children. If there is an interest, I'd like to provide a part of the newsletter space for short letters from parents who want to be contacted by other parents with similar situations.

M.R.

Sharon Bendtzen
25366 Maximus Street
Mission Viejo, CA. 92691

FREE MATTER FOR THE BLIND
AND PHYS. HANDICAPPED
POSTAL MANUAL PART 138

SUSAN SPUNGIN, ED.D.
AMERICAN FOUNDATION FOR THE BLIND
15 WEST 16th STREET
NEW YORK NY 10011

PUBLICATIONS OF

THE NATIONAL ASSOCIATION
FOR PARENTS
OF THE
VISUALLY IMPAIRED, INC.

an organization of,
by,
and
for parents

P. O. BOX 180806
AUSTIN, TEXAS 78718
512/323-5710

NAPVI PROUDLY OFFERS:

____ **TAKE CHARGE! A Guide to Resources for Parents of the Visually Impaired** by Diane Nousanen and Lee Robinson. Copyright 1980, 4th printing, 1985; 94 pages, paperbound, illustrated. $5.50.

An extensive listing of resources available to parents on the national level, with an introductory chapter for parents to help them locate state and local resources which serve visually impaired and blind children. Major bibliography section includes books, films, tapes, magazines, newsletters available on a wide range of topics.

____ **A Guide to Library Resources for Teachers of the Visually Impaired**, compiled by Diane Nousanen. Copyright 1980. Spiral Bound, 60 pages; $9.50.

An annotated listing of resources available in the library on such topics cataloging and classification, general guides, book reviews, periodicals, statistics, government documents, films and materials. Unique "roadmap" for the student in finding sources about the visually impaired.

____ **Parents to the Rescue**, by Dr. Lee W. Robinson. Copyright 1982. Paper bound, 21 pages, $2.

An address delivered at the 1980 Helen Keller Centennial Congress in Boston by Dr. Lee Robinson, NAPVI's first president, as a call to all parents of visually impaired children to assume and sharpen their roles as the true and long-lasting case managers for their children.

____ **How To Pack 'Em In: A Guide to Planning Workshops** by Linda Katskee and Fay Corey, Copyright 1983. Paper bound, 20 pages, illustrated, $3.

A handy checklist for any parent thinking of staging a meeting, from the very first idea to the end result--a successful parent workshop! Contains many helpful suggestions on obtaining just the right speaker, finding the best location, handling motel and restaurant arrangements and keeping a tight rein on the budget.

____ **Your Child's Information Journal**, 1985, 3-hole punched, shrink-wrapped, 54 pages, $5.

No filing system works until <u>you</u> make it your own! The **JOURNAL** is NAPVI's suggestion to parents as a means of collecting all of the many bits of information that are necessary in fulfilling the parental responsibility to be the case manager in the child's life. Put this simple **JOURNAL** to work for you!

____ **Preschool Learning Activies for the Visually Impaired Child - A Guide for Parents**, distributed with permission from the Illinois Department of Education, 1986, 91 pages, paper bound, illustrated, $7.

This book is all about preschoolers and parents having fun together. The fact that the child learns along with it is an added bonus! The games and activities in this book will help parents keep their visually impaired child active during those formative preschool years.

TAPES FROM THE NATIONAL CONFERENCE -- $6 each

101 ____ **Equipment and Toys:** When children play they are really "working" at learning many things. Available educational toys as well as those that are "home-made" are described; includes some valuable advice on adapted play equipment for multihandicapped children.

102 ____ **Social Services:** Both parent and professional explore the need for intervention in the lives of families of blind and visually impaired children.

103 ____ **Technology:** A panel of experts in the field of computer products for the visually impaired visit with parents about equipment for visually impaired and blind persons.

104 ____ **Agencies that Serve the Blind:** A workshop which includes a representative sampling of those offering unique services to visually impaired and blind persons.

105 ____ **Educational Services:** This panel discusses school goals, guidelines and ways the educational system is accountable to the handicapped children it serves.

106 ____ **Making the System Work:** This must-hear tape presents a strong case for parent advocacy by two pros--parents of visually impaired children from California and Oregon.

107 ____ **Family Dynamics:** The feelings and needs of the extended family are brought into sharp focus by a noted psychologist and a parent who adopted a visually impaired child.

108 ____ **Words of Wisdom from Parents of Older Blind Children:** Three mothers with blind teenagers in various educational settings reflect on their experiences in child-rearing.

109 ____ **Time and Stress Management:** This workshop is presented by a noted psychologist with handicapped children of her own, who has learned to manage, but not be managed by, her responsibilities.

LOGO PINS -- $4 each

These small "eye" logo pins make perfect gifts; available in silver or gold.

____ quantity desired; ____ silver _____ gold

AWARENESS REPRINTS ($.25 per copy)

____ Choosing Toys for the VI Child (McAleb)
____ Parents Should Plan for IEP Meetings, Too!
____ Is This The Right Placement (Ferrell)
____ The Parent As Hopeful Skeptic (Robinson)
____ Parent to Parent: Letting Him Try (Flack)
____ The Teacher Makes the System (Gilbert)
____ Even A Small School Can (Hensley)
____ Affiliation: Someday you Probably Will
____ A Practical Letter to Parents About Reaching Independence
____ Back to School: A Tough Parental Task
____ Seven Principals of P.L. 94-142
____ If Your Child is Going Away to School (Loftin)
____ Parent and Child: Defusing Anger
____ A Mother's Prognosis (Rossner)
____ New Early Childhood Law Nearing Feedback Stage
____ Challenged? Then Work Harder (Lawhorn)
____ Bitter or Better: Raising Your Handicapped Child (Johnson)
____ Why I Belong to A Parent Group (Barrett)
____ All In A Day's Work (Moses)
____ Fund-Raising: Weighing the Options (Robinson)
____ Dr. Natalie C. Barraga's Keynote Address, "Ourselves, Our Children, Our Friends" delivered at the first national NAPVI Conference in November, 1986.

FREE INFORMATIONAL MATERIAL

NAPVI has always been happy to send, in quantity, the following materials free of charge to you whenever you are planning a meeting or a workshop--or perhaps you just need one for your own file. Feel free to go down this list marking quantities of those materials you wish.

____ A History of NAPVI
____ NAPVI Publication Catalog
____ NAPVI membership application brochure
____ AWARENESS publication brochure with deadlines
____ AWARENESS advertising rate card
____ The Affiliation Process/NAPVI
____ The NAPVI Board of Directors Official Roster

IF SUPPLIES LAST:

____ AWARENESS Newsletter (No specific edition)
____ Why Join NAPVI?

ORDER FORM

SUMMARY OF ITEMS WANTED:

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Add $1 for postage $ 1.00

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Please allow three-four weeks for delivery.

Return this page to:

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AUSTIN, TX 78718
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NEWLY FUNDED AND CONTINUATION PARENT TRAINING AND INFORMATION (PTI)

PROJECTS LISTING -- Alphabetical by State

Alabama

None

Alaska

Marsha Buck*
SE Regional Resource Center
218 Front Street
Juneau, AK 99801
(907) 586-6806

Arizona

None

Arkansas

Patsy Fordyce*
Arkansas Coalition for the Handicapped
701 West 7th Street
Little Rock, AR 72201
(501) 376-0378

Barbara L. Semrau*
Focus, Inc.
2917 King Street, Suite C
Jonesboro, AR 72401
(501) 935-2750

California

Mary Lou Breslin*
Disability Rights Education Defense Fund, Inc.
2032 San Pablo Avenue
Berkeley, CA 94702
(415) 644-2555

Albert C. Zonca*
Protection & Advocacy, Inc.
2131 Capitol Avenue, Suite 100
Sacramento, CA 95816
(916) 447-3324

California (con'd)

Raylene Hayes**
TASK (Team of Advocates for Special Kids)
1800 East LaVeta Avenue
Orange, CA 92666
(714) 771-6542

Colorado

Cathy Carlson*
Denver ARC
899 Logan, Suite 311
Denver, CO 80203
(303) 831-7733

Connecticut

Nancy Prescott*
CT Parent Advocacy Center
c/o Mohegan Community College
Mahan Drive
Norwich, CT 06360
(203) 886-5250

Delaware

Patricia Hebert*
PIC of Delaware, Inc.
193 West Park Place
West Park Community Center
Newark, DE 19711
(302) 366-0152

District of Columbia

Annette Bobbitt*
Lt. Joseph Kennedy Institute
The Kennedy School Program
801 Buchanan Street, N.E.
Washington, D.C. 20017
(202) 529-7600

Ellen Abramson **
District of Columbia General Hospital
Department of Pedatrics
Handicapped Infant Intervention Program
1900 Mass. Avenue, SE, 4th Floor
Washington, D.C 20003
(202) 727-3866

---

* Newly Funded PTI

** Continuation PTI

*** Newly Funded and Continuation PTIs

Florida

None

Georgia

Mildred J. Hill**
Georgia ARC
1851 Ram Runway, Suite 104
College Park, GA 30337
(404) 761-3150

Hawaii

None

Idaho

None

Illinois

Charlotte Des Jardins***
Coordinating Council for
Handicapped Children
220 South State St., Room 412
Chicago, IL 60604
(312) 939-3513

Donald Moore**
Design for Change
220 South State St., Room 1616
Chicago, IL 60604
(312) 922-0317

Dr. Norma Ewing**
Southern Illinois University
Department of Special Education
Pulliam Hall, 124
Carbondale, IL 62901

David W. Peterson**
La Grange Area Department of
Special Education
1301 West Cossitt
La Grange, IL 60525
(312) 354-5730

Indiana

Becky Irvin**
Task Force on Education for the
Handicapped, Inc.
812 East Jefferson Boulevard
South Bend, IN 46617

Iowa

None

Kansas

None

Kentucky

Gene Young*
Kentucky Coalition for Career and
Leisure Development
366 Waller Avenue, Suite 119
Lexington, KY 40504
(606) 278-4712

Louisiana

None

Maine

Pam Rasmussen*
Maine Parent Federation, Inc.
P.O. Box 2067
Augusta, ME 04330
(207) 767-3101

Maryland

Joan Driessen*
Maryland Society for Autistic
Adults & Children--Project Peer
1000 Grosvenor Century Plaza, #327
10630 Little Patuxent Parkway
Columbia, MD 21044
(301) 596-0793

Massachusetts

Martha H. Ziegler***
Federation for Children with
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312 Stuart Street, 2nd Floor
Boston, MA 02116
(617) 482-2915

Michigan

Eileen Cassidy*
Citizens Alliance to Uphold Special Education
313 South Washington Square
Lansing, MI 48933
(517) 485-4084

Minnesota

Paula F. Goldberg**
Marge Goldberg
PACER
4826 Chicago Avenue South
Minneapolis, MN 55417
(612) 827-2966

Mississippi

Anne Presley*
Association of Developmental Organizations of Missisippi
6055 Highway 18 South, Suite A
Jackson, MS 39209
(601) 922-3210

Sharon Booth*
Training and Information for Parents Project
4750 McWillie Drive, Suite 101
Jackson, MS 32906
(601) 981-8207

Missouri

None

Montana

None

Nebraska

None

Nevada

Cindy Pennington*
Nevada Association for the Handicapped
P.O. Box 28458
Las Vegas, NV 89126
(702) 870-7050

New Hampshire

Judith Raskin***
NH Parent Information Center
155 Manchester Street
Concord, NH 03301
(603) 244-7005

New Jersey

Mary L. Callahan*
Involve New Jersey, Inc.
199 Pancoast Avenue
Moorestown, NJ 08057
(609) 778-0599

Mary Vernacchia**
Montclair Board of Education
Montclair Public Schools
22 Valley Road
Montclair, NJ 07042
(201) 783-4000

New Mexico

Beatriz Mitchell*
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2201 San Pedro N.E., Bldg. 4, #140
Albuquerque, NM 87102
(505) 888-0111

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Jane Stern**
Advocates for Children of New York, Inc.
24-16 Bridge Plaza South
Long Island City, NY 11101
(212) 729-8866

New York (con'd)

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Parent Training Project
Herbert H. Lehman College
Bedford Park Blvd. West
Bronx, NY 10468
(212) 960-8570

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190 Franklin Street
Buffalo, NY 14221
(716) 855-1135

North Carolina

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Advocacy Center for Children's Education and Parent Training
219 Bryan Building
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(919) 821-2048

Connie Hawkins*
Exceptional Children's Advocacy Council
P.O. Box 16
Davidson, NC 28036
(704) 892-4407

Patti Gilbert**
Project PAVE
Family Infant & Preschool Program
Western Carolina Center
Morganton, NC 28655
(704) 433-2864

North Dakota

None

Ohio

Thomas Murray**
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Cincinnati, OH 45220
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Ohio (con'd)

Margaret Burley*
Ohio Coalition for the Education of Handicapped Children
933 High Street, Suite 200-H
Worthington, OH 43085
(614) 431-1307

Oklahoma

None

Oregon

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Teaching Research
Special Education
Monmouth, OR 97361
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Diana D. Bricker**
Center on Human Development
University of Oregon
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Deanna Goodson**
Western Oregon State College
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Monmouth, OR 97361
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Cheron Mayhall*
Oregon COPE Project
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Salem, OR 97303
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Pennsylvania (con'd)

Christine Davis*
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Mary Rita Hanley*
PA Association for Children with Learning Disabilities
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Euchland, PA 19480
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Louise Theime*
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(717) 845-9722

Puerto Rico

Carmen Selles**
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(809) 765-0345

John G. Henning**
11A of World University
Hato Ray, PR 00920
(809) 782-2990

Rhode Island

None

South Carolina

None

Tennesse

Harriett Derryberry*
EACH, Inc.
P.O. Box 121257
Nashville, TN 37212
(615) 327-0697

Texas

Bob Glenn**
Positive Parent Involvement
833 Houston Street
Austin, TX 78756
(512) 454-6694

Kay Lambert*
Advocacy, Inc.
7700 Chevy Chase, Suite 300
Austin, TX 78752
(512) 475-5543

Janice Foreman*
ARC/TX Early Parent Intervention
910 Seventh Street
Orange, TX 77630
(409) 883-3324

Utah

Susan McFarland*
PIE--Parents Involved in Education
c/o Developmental Disabilities, Inc.
1018 Atherton Drive, Suite 101
Salt Lake City, UT 84123
(801) 266-3939

Jean Nash*
Utah PIC
4984 South 300 West
Murray, UT 84107
(801) 265-9883

Vermont

Peggy Spaulding**
University of Vermont
Center for Developmental Disabilities
499 C Waterman Building
Burlington, VT 05405
(802) 656-4032

Connie Curtin*
VT/ARC
37 Champlain Mill
Winooski, VT 05404
(802) 655-4016

Virgin Islands

None

Virginia

Winifred Anderson**
Parent Education Advocacy
Training Center
228 Pitt Street, Room 300
Alexandria, VA 22314

Washington

Pam McDonald*
King County Advocates for
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Mary Christie*
Project PEP
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Renton, WA 98055
(206) 228-8868

Martha Gentili*
Washington PAVE
1010 South I Street
Tacoma, WA 98405
(206) 272-7804

West Virginia

William L. Capehart**
WVA Department of Education
Room 309 Capitol Complex
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Charleston, WVA 25305
(304) 348-8830

Wisconsin

Liz Irwin*
Parent Education Project
United Cerebral Palsy of SE WI
152 West Wisconsin Avenue #308
Milwaukee, WI 53203
(414) 272-4500

Wyoming

None

P.L. 98-199

(c)(1) The Secretary is authorized to make grants through a separate competition to private nonprofit organizations for the purpose of providing training and information to parents of handicapped children and volunteers who work with parents to enable such individuals to participate more effectively with professionals in meeting the educational needs of handicapped children. Such grants shall be designed to meet the unique training and information needs of parents of handicapped children, including those who are members of groups that have been traditionally underrepresented, living in the area to be served by the grant.

(2) In order to receive a grant under this subsection a private nonprofit organization shall—

(A) be governed by a board of directors on which a majority of the members are parents of handicapped children and which includes members who are professionals in the field of special education and related services who serve handicapped children and youth; or if the nonprofit private organization does not have such a board, such organization shall have a membership which represents the interests of individuals with handicapping conditions, and shall establish a special governing committee on which a majority of the members are parents of handicapped children and which includes members who are professionals in the fields of special education and related services, to operate the training and information program under this subsection;

(B) serve the parents of children with the full range of handicapping conditions under such grant program; and

(C) demonstrate the capacity and expertise to conduct effectively the training and information activities authorized under this subsection.

(3) The board of directors or special governing committee of a private nonprofit organization receiving a grant under this subsection shall meet at least once in each calendar quarter to review such parent training and information activities, and each such committee shall advise the governing board directly of its views and recommendations. Whenever a private non-profit organization requests the renewal of a grant under this subsection, the board of directors or the special governing committee shall submit to the Secretary a written review of the parent training and information program conducted by that private nonprofit organization during the preceding fiscal year.

(4) The Secretary shall ensure that grants under this subsection will—

(A) be distributed geographically to the greatest extent possible throughout all the States; and

(B) be targeted to parents of handicapped children in both urban and rural areas, or on a State, or regional basis.

(5) Parent training and information programs assisted under this subsection shall assist parents to—

(A) better understand the nature and needs of the handicapping conditions of their child;

(B) provide followup support for their handicapped child's educational programs;

(C) communicate more effectively with special and regular educators, administrators, related services personnel, and other relevant professionals;

(D) participate in educational decisionmaking processes including the development of their handicapped child's individualized educational program;

(E) obtain information about the programs, services, and resources available to their handicapped child, and the degree to which the programs, services, and resources are appropriate; and

(F) understand the provisions for the education of handicapped children as specified under part B of this Act.

(6) Each private nonprofit organization operating a program receiving assistance under this subsection shall consult with appropriate agencies which serve or assist handicapped children and youth and are located in the jurisdictions served by the program.

(7) The Secretary shall provide technical assistance by grant or contract, for establishing, developing, and coordinating parent training and information programs.

arc facts
Association for Retarded Citizens

October 1986

Public Law 99-457 Amendments to the Education of the Handicapped Act

to authorize a new preschool program for three to five year olds and an early intervention program for handicapped infants and toddlers and for other purposes.*

What does the New Law (P.L. 99-457) Cover?

The U.S. Congress has enacted legislation to expand coverage under the Education for All Handicapped Children Act (P.L. 94-142), to mandate a preschool program to serve children age three through five, to establish a new Early Intervention State Grant Program for infants and toddlers from birth through age two, and expand and improve various discretionary programs within the Education of the Handicapped Act (EHA) programs. President Reagan signed the bill into law on October 8, 1986.

The new law (P.L. 99-457) repeals the existing Pre-School Incentive Grant Program which in school year 1985-1986 reimbursed school systems with approximately $110 per child served between the ages of three and five years and replaces it with a Pre-School Grant Program.

When Must the Pre-School Provisions of P.L. 99-457 be Implemented?

States must guarantee in their P.L. 94-142 state plans that all children with handicaps from age three will be served by school year 1990-1991, with an additional year granted to the states to meet the three to five year mandate if the Congress fails to appropriate the necessary funds. Under any circumstance, all children with handicaps between the ages of three and five, inclusive, must be served by school year 1991-1992.

The one-year waiver would take effect if the Congress fails to appropriate 1) a total of $656 million during fiscal years 1987, 1988, and 1989 or 2) at least $306 million in fiscal year 1990.

Failure to serve all children three to five will result in the loss of: the state's funds under the Pre-School Grant; the ability to count the three to five year old children in the P.L. 94-142 child count along with the funding attached to that reimbursement formula; and, any discretionary grants under EHA specifically related to pre-school services.

What are the Provisions of the Law for Pre-School Children?

Pre-school services will generally be defined according to the requirements, rights, and protections under P.L. 94-142. In effect, a free, appropriate public education to all children with handicaps from age three must be guaranteed, including provision of Individual Education Programs (IEP), Least Restrictive Environment (LRE), due process protections, appropriate parental involvement and other basic P.L. 94-142 provisions.

There are several provisions specific to three to five year olds. For instance, children with disabilities in this age group will not need to be labeled with a specific disability. Since family services play an important role in pre-school programming, instruction for parents, to the extent desired by the parents, is an appropriate provision within the child's IEP. Service delivery models can range from part day home-based to full day center-based, depending on the unique needs of a particular child. Finally, although the program is administered through state and local education agencies, they may contract with other public and private programs, agencies, and providers in order to provide the full range of services to comply with the law.

How will Funds be Provided to States for Pre-School Children?

In passing P.L. 99-457, the Congress is promising a substantial increase in federal funding for pre-school services. The new funding system to be used for the first three years of the Act is established on two tracks. For all pre-schoolers presently served, the law authorizes up to $300 per child in FY 1987 (school year 1986-87), up to $400 per child in FY 1988 and up to $500 per child in FY 1989. During this same three-year period, all new pre-schoolers served each year (the total number served minus those served in the previous year) will be funded at up to $3,800 per child for one year. During this three year phase-in, an estimated 80,000 presently unserved children are expected to receive services under the Pre-School Grant. States can decide how many new children to serve in any of the phase-in years, with the understanding that all children must be served by school year 1990-1991. The $3,800 per child reimbursement is based on an estimation that approximately 27,000 additional children will be served during each of the three phase-in years. If states were to serve more than that amount in a given year, the $3,800 per child reimbursement would be proportionally reduced. Following the three-year phase-in period, all three to five year old children served will generate up to $1,000.

It is important to note that all of the above funding projections are based on authorization levels in the law. The Congress must decide each year exactly what amount it will appropriate. Again, regardless of the amounts appropriated, the full mandate is applicable starting school year 1991-1992.

Also important to note is that the Pre-School Grant and the P.L. 94-142 State Grant are forward funded (i.e., funds appropriated for FY 1987 are made available on July 1, 1987 for use in school year 1988-89).

During fiscal year 1987, the State Education Agency (SEA) must pass on to Local Education Agencies (LEA) and Intermediate Education Units (IEU) at least 70 percent of the Pre-School Grant funds. In fiscal year 1988 and in subse-

quent years, the state must pass on at least 75 percent of the funds to LEAs and IEUs. The state may not expend more than five percent of the funds for administration in any fiscal year.

The new law also contains provisions requiring state policies and procedures for the development and implementation of interagency agreements between the SEA and appropriate state and local agencies defining financial responsibilities for providing education and for resolving disputes.

The Act also prohibits federal and state funds, particularly those currently allocated for the Title V Maternal and Child Health Block Grant and Title XIX Medicaid programs from being reduced in serving pre-school children.

What are the Early Intervention Requirements for States?

P.L. 99-457 establishes a new Early Intervention State Grant program to serve infants and toddlers from birth through the age of two. The program becomes Part H of the Education of the Handicapped Act.

Once a state applies for, qualifies for, and receives funds under Part H, it must assure the Federal Government that it will have in place a statewide, comprehensive, coordinated, multi-disciplinary, interagency system to provide early intervention services for all infants and toddlers with handicaps and their families within four years of the receipt of such funds.

What are the Timelines for Establishing the Early Intervention Program?

During the first two years from the date the Early Intervention Program receives funds, the state must assure that it is planning, developing, or implementing the statewide system. To obtain funds in the third and fourth years, the state must assure that it has adopted a policy incorporating the components of a statewide system and that the system will be in place by the beginning of the fourth year. During this time period, the state need only conduct multi-disciplinary assessments, develop the IFSPs, and make case management services available.

During the fifth and succeeding years, the statewide system must be fully operational and all eligible infants and toddlers must be served. Any state that already has a P.L. 94-142 mandate in effect from birth will automatically be eligible for funding under the Early Intervention Program.

Who is Eligible for Early Intervention Services?

"Handicapped infants and toddlers" is defined to mean individuals from birth to age two, inclusive, who need early intervention because they are: 1)experiencing developmental delays in one or more of the following areas: cognitive development, psycho-social development, or self-help skills; or 2) have a diagnosed physical or mental condition which has a high probability of resulting in developmental delay. States also have the option of serving infants and toddlers who are "at risk" of having substantial developmental delays if early intervention services are not provided. The terms "developmental delay" and "at risk" are to be defined by the states.

States may also serve children after their third birthday up until such time as the child begins being served under P.L. 94-142. Transition and coordination between the Early Intervention Program and the special education system is required.

What is Included in Early Intervention Services?

Services under this program must be designed to meet the developmental needs of the child in one or more of the following areas: physical development, cognitive development, language and speech development, psychosocial development or self-help skills. Such services include:

- family training, counseling and home visits;
- special instruction;
- speech pathology and audiology;
- occupational therapy;
- physical therapy;
- psychological services;
- case management;
- medical services only for diagnosis or evaluation;
- early identification, screening, and assessment; and
- health services necessary to assist the child to benefit from other early intervention services.

The services must meet state standards and be provided by qualified personnel at no cost except where Federal or state law provides for a system of payments by families, including sliding fees. The services must also be provided in accordance with an individualized family service plan (IFSP).

How is an IFSP Developed?

Each child and its family must receive a multidisciplinary assessment of their unique needs and the identification of services appropriate to meet those needs specified in a written IFSP. The IFSP must be developed within a reasonable period of time after the assessment. Parents may bring a helper to the IFSP meeting to assist them in presenting their views.

Once developed, the IFSP must be evaluated at least annually, and the family must be provided a review of the plan at least every six months. Specific components of an IFSP include:

- a statement of the child's present level of development;
- a statement of the family's strengths and needs as they relate to assisting the child;
- a statement of the anticipated major outcomes to be achieved and how progress is to be measured;
- identification of the specific early intervention services to be delivered,including the frequency, intensity, and method of delivery;
- identification of the case manager for implementation of the plan and coordination with other agencies; and
- transition steps to special education services under P.L. 94-142.

What are the Components of a State Early Intervention System?

The new law specifies the minimum components of a statewide, comprehensive, coordinated, multidisciplinary, interagency system. Such a system must include:

- definition of "developmentally delayed";
- timetable to provide services within four years;
- a provision for timely evaluations and needs assessment;
- individualized family services plans, including case management;
- a comprehensive child find and referral system;
- a public awareness program;
- a central directory of services and resources;
- a comprehensive system of personnel development;
- a single line of authority to administer, supervise, and monitor the program;
- a contracting process or other arrangements with local service providers;
- a reimbursement system;
- personnel standards; and
- a data collection process.

The state plan containing this information must be developed with participation from the public, including public hearings. A summary of the public comments and the state's response must be included in the plan. Assurances of equitable distribution of resources among all geographical areas within each state is also required.

What State Agency is Responsible for the Early Intervention Program?

P.L. 99-457 gives the Governor full discretion to designate a single lead agency to carry out the Early Intervention Program. The lead agency may be the state education agency, another state agency involved with providing services to children or a State Interagency Coordinating Council. The lead agency is responsible for:

- the general administration, supervision, and monitoring of programs and activities;
- the identification and coordination of all available Federal, state, local and private resources, and the assignment of financial responsibility to appropriate state agencies;
- the entering into formal state interagency agreements that offer such financial responsibility; and
- the resolution of disputes.

What is the Role of the State Interagency Coordinating Council?

The Act requires a State Interagency Coordinating Council which may serve as the lead state agency. The Council, appointed by the Governor, shall have 15 members, of which at least three are parents of infants or toddlers with handicaps age three through six; at least three are public or private providers of services; at least one represents the state legislature; at least one is involved in personnel preparation, and others representing each of the state agencies involved in paying for or providing early intervention services. The Council's main functions are to advise and assist the lead state agency in preparing the Early Intervention application, in the identification of fiscal and other support, in the assignment of financial responsibility to appropriate agencies, and in the promotion of the interagency agreements.

Council meetings must be held at least quarterly, be open and accessible to the public. Funds under the Early Childhood Program may be used to staff and carry out the functions of the Council.

What Funding is Authorized for the Early Intervention Program?

The new law authorizes $50 million in FY 1987, $75 million in FY 1988, and "such sums as may be necessary" for the next three years. The Congress must appropriate the actual amounts on an annual basis. Eligible states will be allotted their share of the funds based on a census count of their zero to two population in relation to the two populations of other states. No state will receive less than one-half of one percent of the appropriated amount. For example, if $50 million is appropriated in FY 1987, the minimum allocation states would receive is $250,000. Since there are already significant amounts of federal and other funding sources already providing services to infants, the Act requires that the Early Intervention funds be used as the "payer of last resort." States are not allowed to reduce medical or other assistance from other sources, including specifically Title V Maternal and Child Health and Title XIX Medicaid funds.

In addition to using funds to plan, develop, and implement the statewide system, state agencies may also use the funds for direct services not provided by other sources and to expand and improve existing services.

What Procedural Safeguards are Mandated by the Law?

States are required to develop a system of procedural safeguards that, at a minimum, must provide for:

- the timely resolution of administrative complaints by parents and the right to appeal to a state or Federal court;
- confidentiality of personal, identifiable information;
- the opportunity to examine records;
- procedures to protect the child if parents or guardians are not known, unavailable, or the child is a ward of the state; and
- the provision of services pending resolution of the complaint.

Two types of complaints by parents are allowable. One concerns the state's compliance with the law (e.g., failure to develop an IFSP) while the other deals with more systemic issues, such as the state's failure to develop a statewide system. The first type of complaint must be presented to an impartial individual and be speedily resolved.

Now that P.L. 99-457 has been Passed, what will Happen Next?

Work has already begun by the Federal Office of Special Education Programs to develop rules and regulations to specify how the provisions of the law will be implemented. This is a process in which the government will propose these regulations for critical review by those who will be responsible in the nation's SEAs and LEAs for implementation of P.L. 99-457. Others who will react include ARCs and other advocacy and professional organizations as well as individuals who have interest.

What Specifically Should ARCs and Other Advocates be Planning to do?

With regard to the three to five pre-school mandate, since all states are already providing some level of services to at least a portion of their pre-schoolers with handicaps and have also at least begun to plan, develop or implement Early Childhood Planning Grants under the previous EHA authority, most will now have to alter their planning to accommodate the new required timelines under P.L. 99-457.

Because the states will begin modifying their special education state plans in the near future to qualify for the new funds which will become available, ARC chapters should determine their state's current status regarding their present Early Childhood Planning Grant. In those few states that are serving all of its three to five population, it is essential to determine whether those programs fully comply with P.L. 94-142 standards (e.g., IEP, LRE, due process, etc.). If not, the state, under P.L. 99-457, must begin to fully meet those standards. If the state is meeting P.L. 94-142 standards, a determination of how the state intends to use the additional funds to expand and improve services should be made. It is important to remember that states cannot supplant any existing funds currently being used for pre-school services. New funds should finance additional or expanded services, for example, transportation or extended school year programs.

In those states in the planning and/or development stage, it is vital that work occur with the state and local providers on a variety of activities including:

- finding unserved children;
- estimating the number of new children to be served during the phase-in period;
- assessing personnel shortages and needs;
- assisting new parents in understanding their rights and responsibilities under P.L. 94-142;
- monitoring the development of interagency agreements; and
- providing comments during the development of state plans.

Because the early intervention mandate will only apply to those states who successfully apply for funds, the first and probably most important role for the ARC to play in obtaining a statewide Early Intervention System is to convince the Governor and the state legislature to submit an application. Given the relatively small amount of funds authorized in the program, some states will be reluctant to apply. ARCs should stress the cost effectiveness of early intervention on later special education and long-term care for persons with handicaps.

In regards to the specific provisions of the Early Intervention program, several key provisions requiring active ARC involvement include:

- Which state agency is best suited to be the lead agency?
- How should "developmentally delayed" and "at risk" be defined?
- How will the state identify all the children?
- Should "at risk" children be served?
- Who should be appointed to the Coordinating Council?
- What is the best utilization of the program's funds?
- How can meaningful interagency agreements be reached and fully implemented?
- How can "new" parents be helped to participate in the IFSP?
- How should the children reaching three years of age be successfully transitioned in special education?
- How can advocates make sure funds are not being supplanted?

* Special thanks to Fred Weintraub and Joe Ballard, the Council for Exceptional Children for their assistance in developing this information.

CHAPTER THREE

Assessing Unique Educational Needs

This chapter contains information about the eligibility of visually impaired students for special education and a discussion of the identification of these students and an assessment of their unique educational needs. Descriptions of the requirements for assessment personnel and of the variables that affect the unique educational needs of the visually impaired also appear.

Eligibility for Special Education

To be eligible for special education, "a pupil has a visual impairment which, even with correction, adversely affects a pupil's educational performance."[1] When an assessment of a student with a visual impairment determines that he or she has educational needs that cannot be met without special education and related services, this student is provided with instruction, specialized services and materials and equipment in accordance with his or her individualized education program (IEP). (See Appendix F for legal requirements.)

The term *visually impaired* includes, for educational purposes:

- Functionally blind students (who rely basically on senses other than vision as their major channels for learning)
- Low vision students (who use vision as a major channel for learning)

A visual impairment does not include visual perceptual or visual motor dysfunction resulting solely from a learning disability. (See Appendix F for legal requirements.)

Identification of Visually Impaired Students

How does the program ensure that students with visual impairments who may require special education are referred, including referrals from the vision screening program?

Identifying a student's visual problems at an early age is important. Local procedures to find these students should include search activities, such as the following, to locate and refer individuals suspected of having a visual impairment:

[1] *California Administrative Code, Title 5, Education,* Section 3030(d). (See Appendix F.)

- Coordination with the vision screening program (See "Resources for Technical Assistance.")
- Activities to make staff members and parents aware of signs that may indicate a student's visual impairment
- Coordination with local eye specialists and other possible referral sources

Assessment of Visually Impaired Students

How does the program ensure that students with suspected visual impairments are assessed, when appropriate, in the areas related to their disability?

To identify all the unique educational needs of a student resulting from his or her visual impairment, those conducting the assessment must be sure that the initial comprehensive and ongoing assessments address, where appropriate, the areas that are included in Chapter Two. (See Appendix F for legal requirements and Appendix B for information that will be helpful in assessing a student's vision/low vision.)

The paragraphs that follow present a discussion of the assessment of visually impaired students.

Reports on Vision

The assessment should begin with the report of an examination by an ophthalmologist or optometrist. It is important to acquire as much information from the eye specialist as possible. This information would be reported in the "Eye Report for Children with Visual Problems" or in the "Educationally Oriented Vision Report." Sample copies of both of these forms can be found in Appendix B.

The eye report should include:

- Near and distant acuity, with and without best possible correction
- Field of vision, including peripheral field
- The etiology and prognosis of the visual impairment
- The eye specialist's recommendations for school personnel and parents, including when the student should be reexamined

For severely multiply impaired students whose vision may be difficult for an eye specialist to assess, information may be obtained from the eye specialist, from the student's pediatrician, or from other attending medical staff. Additional information could be obtained through electrodiagnostic testing (e.g., visually evoked response testing) and a functional vision assessment.

The "Eye Report for Children with Visual Problems" is also used as the basis for registering visually impaired students annually with the State Department of Education's Clearinghouse Depository for Handicapped Students. This registration provides for the use of materials, aids, and equipment produced by the American Printing House for the Blind. (See Appendix E.)

Low Vision

For visually impaired students with residual vision, a low vision assessment is provided in accordance with the guidelines that are discussed in the paragraphs that follow (see Appendix F for legal requirements):

In the first step, a functional vision assessment is conducted by the teacher of the visually impaired, in coordination with the orientation and mobility specialist, to determine the student's functional vision. (Appendix B contains more detailed information and a sample report form.) Parents can also provide valuable information on how the student uses his or her vision.

The purposes of the functional vision assessment are to:

1. Determine what the visually impaired student sees functionally in a variety of educational situations.
2. Indicate modifications required for visual efficiency, such as:
   a. Task modifications, including time requirements
   b. Specialized instructional materials and equipment
   c. Desired seating, lighting, and physical arrangements
3. Facilitate further assessment by an eye specialist, when necessary.
4. Complement the needed interdisciplinary exchange of information between educators and eye specialists.

Good communication skills are essential for a student to become successfully integrated into the school setting and later into society.

In the second step, recommendations from the functional vision assessment report are made to the assessment team or IEP team regarding the possible need for further assessment by a licensed optometrist or ophthalmologist who has training and expertise in low vision and who has available appropriate low vision aids and assessment equipment. (Appendix B contains more detailed information.)

When the assessment of a student with residual vision is to be discussed, the assessment or IEP team, or both, should include the individuals who conducted the functional vision assessment. When a recommendation is made for further low vision assessment, the assessment or IEP team, or both, should include an individual knowledgeable about prescriptive low vision aids and additional low vision assessment. The information from the low vision assessment will be extremely useful in determining the needs of students in other areas related to the visual impairment.

Concept Development and Academic Skills

Although assessment and instruction in the academic subject areas are the major responsibilities of the classroom teacher, the visually impaired students should be thoroughly assessed by the teacher of the visually impaired, in coordination with the classroom teacher, in academic areas, such as mathematics, reading, and language arts (particularly spelling). Such assessments will not only provide valuable information about the level on which the student is performing academically but will also provide the teacher of the visually impaired with an opportunity to observe how the student functions visually or tactually in academic tasks. When an assessment indicates that a students' errors are the result of unique educational needs related to the visual impairment, intervention by the teacher of the visually impaired may be necessary.

Vision is the major channel through which students perceive their environment and the relationship of themselves and objects within it. Functionally blind and low vision students, therefore, often require appropriate instruction in concept development to progress from understanding concrete and functional levels of information to comprehending abstract levels of instruction. Assessment should, therefore, include the students' understanding of basic concepts:

- Spatial
- Temporal
- Quantitative
- Positional
- Directional
- Sequential

Because visually impaired students must rely on their auditory sense for learning to a greater degree than do their sighted peers, an assessment of the students' listening skills should also be conducted, including the students' auditory perception, comprehension, and skills of analysis.

Study skills should also be assessed, such as:

- Using reference books and materials
- Interpreting maps, charts, graphs, and models
- Taking notes from both written materials and oral presentations
- Keeping one's place
- Tracking
- Comprehending the "whole," based on observations of the "parts"

Communication Skills

Good communication skills are essential for a student to become successfully integrated into the school setting and later into society. The assessment of communication skills for the visually impaired student should begin with an evaluation of the reading (braille, large print, print, or aural) and writing (braille, print, cursive, or aural) modes being used by the student. The teacher of the visually impaired, with suggestions from the student when possible, should determine whether these modes are the most appropriate for the student at that particular time or whether other (or additional) ones should be introduced.

Once the student's reading and writing modes have been determined, the efficiency and accuracy with which the student performs these tasks should be assessed to determine whether further instruction is necessary to improve his or her technique, speed, or accuracy in these areas.

Throughout the assessment process, the teacher of visually impaired students needs to be involved in identifying areas that should be addressed.

In addition, the following areas should be assessed where appropriate:

- Typing
- Signature and cursive writing
- Familiarity with basic communication equipment; e.g., talking book machines, tape recorders, reading machines, and radios
- The use of computers
- The use of optical aids
- Closed circuit television systems
- Slate and stylus
- Abacus
- Talking calculator
- Other equipment specially designed or modified for visually impaired students

Social and Emotional Skills

The assessment of social and emotional skills for the visually impaired student encompasses socialization skills, affective education, recreation, human sexuality, and the psychological implication of the visual impairment. Various formal and informal assessment methodologies exist that the teacher of the visually impaired is familiar with and that are used to assess the skill levels in each of these areas. The development of positive social and emotional skills is essential for students to function independently at home, at school, and as adults and to be effective in vocational and interpersonal relationships.

Sensory/Motor Skills

The development of sensory/motor skills is essential if students are to benefit from instruction in orientation and mobility, daily living skills, prevocational and vocational skills, and physical education.

Various formal and informal assessment methodologies exist with which the teacher of the visually handicapped and the orientation and mobility specialist are familiar.

Orientation and Mobility Skills

The development of orientation and mobility skills is essential if the visually impaired student is to travel independently in various community settings. The needs of visually impaired students in this area are unique because vision loss requires these students to learn about their environment in a way that differs from a sighted student's. An assessment should address how the visual impairment affects the student's:

- Understanding of the physical environment and space
- Becoming oriented to different school and community environments
- Being able to travel in school and community environments
- Finding opportunities for unrestricted independent movement and play

Daily Living Skills

If students are to function independently at home and at school and as adults, the development of daily living skills is essential. An individual's ability to become independent will vary. The needs of each student must be assessed and instruction provided so that he or she has the opportunity to learn as many independent living skills as possible.

Assessment of daily living skills often requires a careful task analysis of the skill being evaluated, since prerequisite learning may not have occurred. In addition, a student's level of ability in the assessed skill should be precisely specified in terms of the level of assistance the student needs to complete the skill.

Career and Vocational Skills

Since employment should be viewed as an essential goal for each visually impaired student and the development of concepts in this area begins in early childhood, assessment and training must begin early and progress through four sequential stages: awareness, exploration, preparation, and participation.

Assessing and addressing the needs in all of the other areas related to this disability are important, since these needs directly relate to the student's ability to make a successful transition from school to the world of work.

Assessment of career and vocational education programs should include prevocational skills (including work habits, attitudes, and motivation), vocational interests, and vocational skills. Assessment of needs and training to meet these needs will be aimed at achieving skills necessary for a range of employment possibilities.

Assessment Personnel

How does the program ensure that assessment personnel are knowledgeable about visual impairment?

To be knowledgeable about the disability of visual impairment, the persons conducting the assessment must:

- Have the necessary training and materials to assess cognitive, affective, social, and motor abilities of the visually impaired student.
- Be familiar with tests adapted for the visually impaired.
- Be aware of the availability of large-print and braille assessment materials.

Communication among persons conducting the assessment, including comments from the teacher of the visually impaired and recommendations from the parent and student, should precede the assessment in order to establish the most effective method of nondiscriminatory testing. Throughout the assessment process, the teacher of visually impaired students needs to be involved in identifying areas that should be addressed, including, but not limited to:

- Use of nondiscriminatory assessment instruments, as required by state and federal law
- Need for additional testing time
- Visual performance of the student
- Low vision aids, if needed
- Previous assessment
- Lighting requirements
- Print and picture size appropriate for the student
- Best positioning of materials
- Other assessment strategies
- Motivation of students
- Other special needs; for example, those of bilingual students

Assessments must be administered by qualified individuals so that the desired data and educationally relevant information are obtained. Assessment instruments that require more highly technical skills, such as tests of cognitive development, should be administered by a qualified school psychologist. This person should be a valuable source of information. Teachers can use informal assessment tools and administer, score, and interpret many of these instruments, provided that the manual of directions is understood and carefully followed. The teacher of the visually impaired should be a valuable resource person. (See the section entitled "Resources for Technical Assistance" and Appendix F for legal requirements.)

Assessment Report

How does the program develop assessment reports that identify a student's unique educational needs related to the visual impairment, including needs for specialized equipment and materials?

The unique educational needs of each visually impaired student that have been identified in the assessment, including needs for materials and equipment, shall be included in the assessment report with other requirements. (See Appendix F for legal requirements.)

Assessment reports can assist in coordinating all of the assessment conducted by the multidisciplinary team. The unique educational needs, as well as the strengths identified in the reports, will provide valuable information, which should be used to develop or review a student's IEP.

Variables Affecting Educational Needs

How does the program's staff consider the variables that affect students' unique educational needs when visually impaired students are being assessed?

When assessing the unique educational needs for each student and providing instruction and services, one must consider the variables that influence individual needs. These include, but are not limited to, variables related to a visually impaired student who:

- Has a congenital or adventitious visual impairment
- Has multiple impairments
- Is an infant or a preschool child
- Is at the elementary or secondary level
- Has a varying degree of visual impairment
- Is functionally blind or has low vision
- Has other special needs

Congenital or Adventitious Visual Impairment

The terms *congenital* and *adventitious* identify the time of onset of a visual impairment. A congenitally visually impaired student has had a visual impairment since birth and generally has difficulty with concepts and skills that are visual in nature. An adventitiously visually impaired student has a visual impairment that was acquired after birth and generally already has some visual concepts and skills, depending on the age of the child when the onset of the visual impairment occurred. This student may need to integrate and acquire new visual concepts and may have needs relating to his or her adjustment to the visual impairment.

Students with Multiple Impairments

The unique educational needs of visually impaired students with one or more additional impairments are diverse and complex. Those serving students with complex needs resulting from multiple impairments should:

- Use a multidisciplinary team approach in assessing and providing instruction and services to meet these needs.
- Coordinate assessment, as well as instruction and services, through ongoing communication among all other personnel serving the student, to ensure that all needs are met.

Infants and Preschool Children

Visually impaired infants and preschool children have differentiated educational needs. Until these individuals have developed complex mental processing abilities, a difficult task without vision, they are surrounded by sounds, smells, and sensory perceptions that have little or no meaning to them.

Opportunities for learning, such as associations among sounds, shapes, and objects and their purposes—a process that often occurs incidentally with sighted children—must be directly provided. Because research shows that the first five years of a child's life are the most important for developing a foundation for learning, special emphasis must be given to the infant and preschool child whose opportunities to learn through visual observation are limited or nonexistent.

Assessment should include, but not be limited to:

- Potential for delays in development and learning because of limited experiental opportunities in the following areas:

  Sensory/motor development
  Communication skills development
  Cognitive development
  Daily living skills development
  Social/emotional development, including the development of self-concept and self-esteem

- Acceptance of the family as the primary provider of experiential and learning activities
- Opportunities for family members to learn, from qualified personnel, the manner in which they can assist their child's learning
- Provision for the integration of concepts and the ability to generalize
- Provision, through early and appropriate introduction to educational processes, for a smooth transition from preschool services to elementary school services

Elementary and Secondary Students

Elementary or secondary students need preparation for becoming as independent as possible, so that they may have access to the core curriculum. This section contains a discussion of how these students' needs can be met to accomplish this goal.

Elementary students. Students in an elementary program may have needs described in the previous section, "Infants and Preschool Children," particularly if these students have developmental delays or have not received needed instruction and services at the infant or preschool level. Elementary students should be provided intensive instruction in basic skills that they need to function independently in the regular classroom. Often, these students should be placed in a resource room for the visually impaired, particularly in the primary grades, to receive such instruction. (See Chapter Five for a discussion of placement in the least restrictive environment.)

Elementary students should receive instruction and services that will prepare them for the secondary level, including career education and prevocational skills,

Elementary and secondary students need preparation for becoming as independent as possible, so that they may have access to the core curriculum.

addressing courses of study, and meeting proficiency standards. These students also need instruction in accepting responsibility for their educational needs.

Secondary students. Students in a secondary program should be encouraged to become increasingly responsible for their educational needs, including obtaining necessary adapted classroom materials and equipment and selecting and using readers. These students should receive instruction and services that focus on skills that will enable them to function independently as adults, particularly in career and vocational education skills.

Secondary students should, to the extent possible, meet the requirements of the prescribed course of study and the proficiency standards for graduation. When appropriate, these students should use alternative means (such as more time) or modes (such as large type or braille) to meet the proficiency standards or differential standards, or both, as determined by the individualized education program team.

The Nature of the Visual Impairment

A student's unique educational needs will be influenced by the cause of or type of vision loss as well as by the student's age when the onset of the visual impairment occurred.

- A student's visual status may be stable, fluctuating, slowly or rapidly deteriorating, or capable of improvement.
- A student's visual impairment may range from a mild, moderate, or severe impairment to functionally blind. (See Appendix B for a discussion of the kinds of visual impairments.)

Functionally Blind and Low Vision Students

Functionally blind students will have needs related to using their other senses as primary channels for learning. Braille reading and writing are particularly important. Students should not rely solely on their minimal vision when it is not efficient or effective for reading or writing.

Low vision students will have needs related to using their residual vision as a primary channel for learning. The low vision assessment information will be particularly useful in identifying and meeting these needs.

Students with Other Special Needs

Some students will have other special needs that those conducting assessments of these students should consider. Examples of students with other special needs are those who are bilingual, gifted, educationally disadvantaged, at risk because of specialized health care needs, or living in threatened home environments or who are members of migrant families. Those making assessments of students with other special needs must work closely with staff from programs and agencies providing services to meet these needs. (See "Resources for Technical Assistance.") For example, when a bilingual visually impaired student is being assessed, the following should be considered:

- Obtaining and preparing materials in the appropriate language and medium
- Providing an interpreter when the teacher of the visually impaired or the orientation and mobility specialist is not bilingual

CHAPTER FOUR

Planning and Providing Instruction and Services

This chapter presents a discussion on the unique educational needs of visually impaired students, the roles and responsibilities of key individuals in meeting these needs, and the coordination of instruction and services to meet these needs.

Unique Educational Needs

How does the program use the assessed unique educational needs of visually impaired students to form the foundation for the following?

- Developing the IEP, which includes, when appropriate, specialized services and materials and equipment (See Appendix F for legal requirements.)
- Providing appropriate instruction and services and materials and equipment
- Developing curriculum and implementation strategies to meet these needs

Concept Development and Academic Needs

For most visually impaired students, it is expected that information in the core curriculum areas will be obtained as a part of instruction in the classroom. The classroom teacher should work closely with both the visually impaired student and the teacher of the visually impaired so that concepts that may be unfamiliar (e.g., contractions of words in reading, braille mathematics, and columns) or visual demonstrations (e.g., science experiments and examples on the chalkboard) do not slow the integrated student's progress and ability to keep up with the rest of the class. If the visually impaired student also has a learning handicap, the resources of a specialist in that area should also be used so that the student may perform to the maximum limits of his or her ability.

Three areas in which a visually impaired student may require specialized instruction are concept development, listening skills, and study skills. A discussion of these three areas follows:

Concept development. The development of concepts in sighted children is based almost entirely on their visual observations of the world (identification of objects, their relationship to objects in their environment, and their concepts of the relationships among objects). Unless these relationships are specifically taught, they cannot be totally understood by

students whose visual perceptions are distorted. A comprehensive, sequential program of concept development is necessary for most visually impaired children before they can be expected to develop abstract thinking skills.

Listening skills. Functionally blind and low vision individuals do not automatically develop better listening skills; these must be systematically taught and practiced. The development of good listening skills does not stop with work in auditory perception skills but extends to the development of auditory comprehension, analysis, and memory skills. Good listening skills will be needed by the student to interpret the environment when:

- The student works in the regular classroom.
- Books are read to the student (by a reader or on tape).
- An older student tries to retain the maximum amount of information from lectures.

Study skills. The study techniques used by visually impaired students are so different from those used by sighted students that study skills should be taught by a specialized teacher of the visually impaired. The various formats used in reference works, such as dictionaries, encyclopedias, and atlases, coupled with the difficulty of tracking and keeping one's place in these books, demand that special attention be given to the development of these skills.

Reading and interpreting maps, charts, and graphs also require special techniques, whether the material is in braille or large print or is being read using an optical aid. Also, visually impaired students need to develop methods to take notes while listening or reading and to organize notes and other materials in a media that they can use and to develop the skills that are needed to acquire and use a reader.

Communication Instruction

Without communication skills individuals cannot be fully independent and, therefore, must rely on others to assist them at home, at school, at work, and in society. For the visually impaired individual, dealing with information in a written form is particularly difficult. Unique problems arise both in the reception of printed material (reading) and in the written transmission of one's thoughts and opinions (writing). Many visually impaired students will need special instruction in one or both of these areas to develop proficiency in communication.

Depending on the visual functioning of the student, special instruction in braille, large print, or regular print reading techniques may be necessary. Reading techniques are not acquired for sighted and visually impaired individuals in the same manner.

For written communication, depending on the student's visual functioning, use of a braillewriter, slate and stylus, pen and pencil, or typewriter should be taught.

Social/Emotional Instruction

The needs of visually impaired students in this area are unique because of the effects loss of vision may have on the formation of one's self-concept, opportunities for appropriate modeling in social situations, involvement in recreational activities, development of concepts about human sexuality, and understanding and awareness of the visual impairment.

Needed skills and understanding in these areas should be addressed to aid visually impaired students in developing the appropriate social and emotional skills necessary to function independently at home and in school and as adults in vocational, interpersonal, and family relationships.

Socialization. Visually impaired students often have needs in demonstrating appropriate social skills. The majority of a sighted person's social skills are learned from visual modeling. An appropriate behavior or mannerism is observed and then is copied in a similar situation. Many acceptable social behaviors go unnoticed by visually impaired students unless they are taught to them with an appropriate demonstration of how and an explanation of when and why one would use such a behavior.

The area of nonverbal communication is often inaccessible to the visually impaired student. Nonverbal methods of communication are often critical avenues of social interaction for the sighted and must be directly addressed if the visually impaired students are to incorporate them into their repertoire of social skills.

The emotional needs of visually impaired students must be addressed so that these needs do not interfere with these students' academic, social, and vocational growth.

Affective education. The emotional needs of visually impaired students must be addressed through affective education so that these needs do not interfere with these students' academic, social, and vocational growth. One of the most crucial emotional developmental tasks for visually impaired students is the formation of self-concept. Research has shown that visually impaired children and adolescents have a lower self-concept than do their sighted peers.

Visually impaired infants and young children often have difficulties in recognizing themselves as individuals apart from other individuals and objects in the environment, because vision plays such a crucial role in this process. The lack of feedback from a mirror, which assists sighted students in learning how they appear to others, further hinders the development of a healthy self-concept in visually impaired students.

As the visually impaired students become older, they may perceive themselves as devalued or incapable persons because of their inability to perform many of the common tasks required in school or on the playground. Another common occurrence is the overemphasis of certain strengths, resulting in an unrealistic self-concept, which may later be deflated in adolescence or adulthood. Visually impaired students often encounter teasing by peers and must learn to handle these situations constructively while maintaining a good self-concept.

As visually impaired students reach adolescence, many emotional issues arise, such as dealing with learned helplessness, dependency, overprotective families, and sexuality.

The emotional needs of visually impaired students must be addressed so that these needs do not interfere with these students' academic, social, and vocational growth.

Recreation. Visually impaired students are often limited in the range of recreational and leisure-time skills available to them, including extracurricular activities. A need exists to expose these students to a variety of available options, which they either may not be aware of or in which they may not feel sufficiently competent to participate.

The sighted person becomes aware of many recreational activities through visual media sources. Many specific leisure skills are learned from visual modeling. In addition, students may be limited because of a lack of mobility skills, and they cannot always independently explore neighborhood options. Both individual and group recreational activities must be included in the development of recreational and leisure skills, including art and music.

Human sexuality. Visually impaired students need a much more intensive and conceptually oriented sex education program than their sighted peers do because of the lack of conceptual understanding and accurate information that cannot be gained through the visual media sources available to sighted students. Many times visually impaired students can verbalize sexual concepts and information accurately, but further inquiry reveals that these students have many misconceptions.

The use of tactile models is an important part of the sex education program for visually impaired students because visual media are not useful in the learning process. Dealing with the attitudes and emotions surrounding these students' sexuality at various stages of growth is important. The confusion that often exists regarding the stigmas attached to the disability and sexuality of the visually impaired can seriously affect these students' self-concepts.

The local sex education program must be adapted for the visually impaired to deal with gender identity, reproduction processes, sexual and social issues, and health and safety precautions—all in relation to each student's visual impairment and moral code. Before providing sex education, one should follow both the IEP and local policies and procedures.

Understanding and acceptance of the visual impairment. Many of the psychological problems faced by visually impaired students stem from the lack of understanding and acceptance of their individual eye condition. Many students cannot discuss their eye problem when others inquire. Visually impaired students are often uncomfortable discussing their vision problem, since such a discussion forces them to acknowledge that they do, in fact, have a visual impairment. These students need to understand and embrace fully their visual impairment as part of their identity so that a healthy adjustment results and so that they are able to deal with the stereotypes and prejudice

often encountered in our society. If the students are knowledgeable, comfortable, and accepting of their visual impairment, then the chances of creating a similiar comfortable and accepting attitude in others will be increased.

Sensory/Motor Instruction

From an early age sighted children are able to use vision, imitation, and opportunities for unrestricted exploration, movement, and play to develop necessary fundamental skills in the following areas: gross and fine motor coordination, relaxation of muscles, strength, endurance, flexibility, and balance. Sighted children also are better able to develop their tactile, auditory, proprioceptive, and kinesthetic sense discrimination and integration. The lack of visual, imitative, and normal play opportunities may hinder the ability of visually impaired students to develop these fundamental skills through the natural process of development and maturation or as a result of regular physical education activities.

Instruction in development or remediation of identified needs in this area should be provided, as needed, by a team of instructional personnel that may include the following: classroom teacher, special class teacher, teacher of the visually impaired, physical education teacher, adapted physical education specialist, orientation and mobility specialist, occupational therapist, and physical therapist.

Sensory/motor development needs overlap with several other areas of need. In some cases certain skills and abilities are prerequisite to the development of more sophisticated skills in other areas, particularly orientation and mobility, daily living skills, and career and vocational education.

Orientation and Mobility Instruction

The ability to understand, interact with, and move within one's physical and spatial environment is a fundamental developmental skill. This ability is one of the milestones indicative of maturation of sighted students and should be so viewed for visually impaired students.

A visual impairment may affect an individual's opportunities for unrestricted, independent exploration, movement, and play; understanding of the physical environment and space; ability to become oriented to and to travel in various community environments; and ability to acquire basic daily living and social skills necessary for interaction with sighted individuals and for travel within the school and the community. A visual impairment may also result in voluntary or imposed restrictions on a person's activity occurring simply because of the presence of visual impairment and associated misconceptions concerning the ability of students to develop independent movement capabilities.

Specific instruction and services will be necessary to meet assessed needs in:

- Environmental and spatial concept development, body image, control, and purposeful movement
- Orientation techniques
- Adaptive visual or nonvisual mobility techniques
- Use of residual vision for travel or orientation
- Daily living skills related to community travel and independence

For reasons of safety and liability, persons providing instruction in orientation and mobility must be qualified. For example, instruction in the use of the long cane and off-campus instruction should be provided only by a credentialed orientation and mobility specialist.

Instruction in Daily Living Skills

Specific instruction in daily living skills will often be necessary if students are to function independently at home, at school, and later as adults. Sighted children learn these daily living skills from their parents beginning at a very early age. Parents of visually impaired students are often unaware of the students' ability to acquire these skills or are reluctant to teach them because they usually have not had any training in the use of adaptive techniques.

For sighted children, the acquisition of daily living skills is seen as a milestone in their development; e.g., eating and dressing independently or doing household chores. Often, visually impaired students are not expected to be independent in this area, resulting in the performance of daily living skills that is far below the level of skills expected from sighted students. Working closely with parents and other caretakers as

Career and vocational education are essential components in a program for visually impaired students.

early as possible is important so that they can assist in teaching these skills and following through at home. One of the most effective ways of teaching daily living skills is through involvement of the parents by providing instruction, as appropriate, in the student's home.

For sighted children many of these skills are learned incidentally or reinforced through visual modeling. Depending on the level of visual functioning of a visually impaired student, he or she should be taught these skills, using specialized or adapted skills and equipment. Teaching students to make simple adaptations is important so that they will be able to function independently in a variety of settings and situations.

Planning, instruction, and curriculum should focus on self-help needs of increasing complexity within each of the following daily living skill areas: personal hygiene, dressing, clothing care, housekeeping, food preparation, eating, money management, social communication, telephone use, written communication, time, and organization.

Career and Vocational Instruction

Career and vocational education are essential components in a program for visually impaired students. Even though new technology and legislation that prohibits discrimination have provided more opportunities for employment, visually impaired individuals will continue to encounter many barriers in realizing their employment potential. Career and vocational education should therefore begin early and continue through four phases: awareness, exploration, preparation, and participation.

Awareness. Awareness begins during early childhood and includes the development of a person's self-esteem and self-concept and the beginning of an understanding of how people live, work, and play. Activities at this level should begin to assist students in developing a realistic self-appraisal of their skills, abilities, attitudes, and strengths, as well as of their limiting factors. Instruction should also help students gain the skills, abilities, and attitudes they need to become successfully employed. Awareness also includes an introduction to the world of work and occupations, emphasizing those positions that are held, or could be held, by visually impaired individuals.

Exploration. Exploration should begin when students have developed a realistic awareness of their abilities and limitations as well as of their interests. Consideration of employment options that might appear to require vision should not automatically be eliminated. Instead, students should be encouraged to explore ways in which the occupational tasks could be adapted for a visually impaired person, including the use of technology. The rehabilitation counselors for the blind in the California State Department of Rehabilitation or other individuals knowledgeable about employment opportunities and adaptations for the visually impaired need to become involved.

Preparation. Preparation should include vocational training in the specific skills, abilities, and attitudes necessary for the individual's achievement in his or her career interest or choice. A student should become a client of the Department of Rehabilitation no later than the tenth or eleventh grade or after reaching a comparable chronological age.

Participation. Participation could include on-the-job training for a specific career or work experience that will provide an opportunity for individuals to develop the skills, abilities, and attitudes that will be valuable in any career choice. Cooperation with local vocational education programs is important, including sheltered workshops, regional occupational programs and centers, and local businesses. (See "Resources for Technical Assistance.")

Knowledge of individual rights and affirmative action policies, current law, and the skills of self-advocacy should also be included in the career and vocational education program.

All of these areas of learning and achievement are lifelong activities for everyone. Because visually impaired students are unable to learn about these areas through visual observation, as sighted students do, training of visually impaired students in meeting their career and vocational needs should receive special emphasis.

Materials and Equipment

To provide instruction and services to meet these assessed needs, a program must provide, as indicated by the student's IEP, materials and equipment, rang-

ing from braille, large type, recordings, and tactual diagrams to electronic aids. If the student's IEP so indicates, these materials and equipment must be provided.

Those responsible for providing materials and equipment for the visually impaired should follow these guidelines:

- Functionally blind students will need tactile or auditory adaptations, or both, in the form of braille, recorded materials, and technological devices to function optimally within a classroom.
- Low vision students will often be able to use regular or large type as their primary reading medium, even though the use of adaptations such as low vision aids may be necessary; e.g., magnifiers or closed circuit television. Recorded materials, technological devices, and braille may also be needed.
- Multiply impaired students with a visual impairment will need to use a wide variety of materials and equipment, depending on the combination and severity of the impairments. For multiply impaired students who need a specialized curriculum, the standard adaptations (braille, typewriter, large type, and so forth) may be used as modes for learning. Students may need additional time to master the operation of equipment and the use of materials.
- Nonacademic students, infants, and preschool children will need to use concrete objects, picture representations, auditory and tactual materials, and so forth that may be more appropriate to enhance sensory stimulation, concept development, and readiness skills.

(See Appendix E, "Sources of Funding and Materials and Equipment.")

Roles and Responsibilities of Key Individuals

What do the key individuals who are involved in the assessment or provision of instruction, services, or consultation to visually impaired students need to know about these students' unique educational needs?

The skills, abilities, and knowledge these individuals possess in carrying out their roles and responsibilities should be examined.

Each IEP contains the special education instruction and services, including the specialized services, materials, and equipment needed by a visually impaired student. (See Appendix F for legal requirements.) The degree of coordination that can be achieved among all individuals involved in implementing the IEP, and the knowledge and skills of these individuals, will play a vital role in the success of the total program in meeting all of the needs of students with visual impairments.

Therefore, each of the following individuals who provide instruction and services to visually impaired students must understand his or her roles and responsibilities:

Teacher of the Visually Impaired

The teacher of the visually impaired has the following roles and responsibilities:

- Has primary responsibility for specialized instruction and services required to meet the unique educational needs of the visually impaired student
- Possesses the skills and abilities necessary to provide and coordinate this instruction
- Assists the student, parents, special and regular education personnel, and sighted peers in:
  - Understanding the unique educational needs and learning characteristics of visually impaired students
  - Becoming aware of services and support available from local programs for visually impaired students
  - Acquiring information regarding local, state, and national resources in the education of visually impaired students
  - Interpreting the visually impaired student's specific eye condition, the educational implications of the visual impairment, and the results of functional vision assessments
- Confers regularly with the classroom teacher, other regular and special education personnel, parents, and others to coordinate programs and services for the visually impaired student

The orientation and mobility specialist teaches students to travel with proficiency, safety, and confidence in familiar and unfamiliar environments.

- Assists the site administrator and teachers in making environmental adjustments for the student in the school situation and in the improvement of practices and procedures
- Shares responsibility with classroom teachers in the identification of instructional areas in which the student requires assistance
- Has responsibility for selecting and obtaining large-type or braille textbooks, supplementary materials, educational aids, and equipment needed by the visually impaired student and the classroom teacher to ensure the student's maximum participation in all classroom activities (Appropriate educational materials may be prepared or adapted by the teacher of the visually impaired, or they may be obtained from educational, clerical, or transcriber services.)
- Provides specialized instruction to the visually impaired student, school personnel, and parents in the use of necessary educational aids and equipment
- Provides instruction to the visually impaired student in the development and maintenance of skills designed to meet students' unique educational needs in the following areas, as indicated in the IEP:

  Low vision and visual efficiency skills in coordination with the eye specialist

  Concept development and academic skills in coordination with the classroom teacher and other staff

  Sensory/motor skills in coordination with the physical education instructor, occupational and physical therapist, and the orientation and mobility specialist

  Communication skills in coordination with the regular teacher and the language, speech, and hearing specialist (These skills include braille reading and writing as appropriate.)

  Career and vocational education skills in coordination with career and vocational education staff and rehabilitation counselors

  Social/emotional skills and abilities in coordination with the counselors, psychologists, and classroom teachers

  Daily living skills in coordination with the orientation and mobility specialist, classroom teacher, and parent

- Provides assistance to the classroom teacher in academic subjects and activities of the classroom that, as a direct result of the visual impairment, require adaptation or reinforcement
- Provides assistance for any assessment
- Conducts the functional low vision assessment in coordination with the orientation and mobility specialist
- Attends IEP meetings for students with visual impairments
- Shares responsibility for initial and ongoing assessments, program planning, and scheduling with parents, the student, when appropriate, the classroom teacher, principal, counselor, and other school personnel
- Schedules adequate time for assessment, instruction, planning, preparation of materials, travel, and conferences with relevant school and other key individuals (Scheduling should be flexible to meet the varying needs of each student.)
- Maintains ongoing contact with parents to assist them in the development of a realistic understanding of the child's abilities, progress, and future goals
- Provides in-service training programs for all school personnel and students and education for parents regarding the needs, adaptations, programs, and services for visually impaired students
- Is aware of pamphlets, films, and other public relations materials that may be useful in developing realistic and unprejudiced attitudes toward visually impaired students
- Assists in the coordination of other personnel, such as transcribers, readers, counselors, orientation and mobility specialists, career/vocational education staff, and rehabilitation counselors
- Maintains a reference library of current professional materials
- Acquires information about current research, development, and technology

The teacher of the visually impaired in a self-contained classroom or school for the visually handi-

capped may be responsible for instruction in all subjects in addition to undertaking most of the previously listed responsibilities.

Classroom Teacher

The classroom teacher (regular, special class, or resource specialist) has the following roles and responsibilities:

- Provides instruction to the visually impaired student in the classroom
- Works cooperatively with the teacher of the visually impaired to:
  - Identify the visually impaired student's areas of educational need, including unique educational needs.
  - Coordinate instruction and services to meet these needs.
  - Provide the teacher of the visually impaired with classroom materials that need to be reproduced in another medium in a timely manner.
  - Determine mutually convenient times during the school day for scheduling the teacher of the visually impaired to work with the student.
  - Modify classroom procedures and environment to meet the specific needs of the visually impaired student for participation in classroom activities.
  - Exchange information concerning the visually impaired student with parents and other individuals on a regular basis.

Orientation and Mobility Specialist

The orientation and mobility specialist has the following roles and responsibilities:

- Instructs visually impaired students in the development of skills and knowledge that enable them to travel independently to the highest degree possible, based on assessed needs and the students' IEP
- Teaches students to travel with proficiency, safety, and confidence in familiar and unfamiliar environments
- Provides consultation and support services to parents, regular and special education teachers, other school personnel, and sighted peers
- Confers regularly with parents, classroom teachers, physical education teachers, and/or other special education personnel to assist in home and classroom environmental modifications, adaptations, and considerations and to ensure reinforcement of appropriate orientation and mobility skills that will encourage the visually impaired student to travel independently in these settings
- Works with the teacher of the visually impaired to conduct the functional vision assessment as it relates to independent travel
- Conducts assessments which focus on both long-term and short-term needs of the student
- Includes in the assessment report the needs and strengths of the student and an estimate of the length and frequency of service necessary to meet identified needs
- Prepares sequential and meaningful instruction geared to the student's assessed needs, IEP goals and objectives, functioning level, and motivational level
- Prepares and uses equipment and materials for the development of orientation and mobility skills; e.g., tactual maps, models, distance low vision aids, and long canes
- Transports students to various community locations as necessary to provide meaningful instruction in realistic learning environments
- Is responsible for students' safety at all times and in all teaching environments while fostering maximum independence
- Provides orientation and mobility instruction, where appropriate, in the following areas:
  - Body imagery
  - Laterality
  - Environmental concepts
  - Gross and fine motor skills related to independent travel
  - Sensory awareness, stimulation, and training
  - Spatial concepts
  - Compass direction concepts
  - Sighted guide procedures

The parent participates in ensuring that an appropriate educational program is planned and implemented to meet the individual needs of the child.

Basic protective and information gathering techniques
Orientation skills
Map skills
Cane skills
Use of residual vision
Low vision aids related to travel skills
Residential travel
Travel in business districts
Procedures for crossing streets, including traffic control signals
Use of public transportation systems
Procedures for use of the telephone for information gathering and for emergencies
Procedures for interacting with the public
Knowledge and application of community address systems
Procedures for travel and independent functioning in places of public accommodation
Skills of daily living
Sensory/motor skills in coordination with the physical or occupational therapist and teacher of the visually impaired

- Evaluates students' progress on an ongoing basis
- Keeps progress notes on each student
- Participates in necessary parents' conferences and meetings
- Provides in-service training to regular and special education personnel, sighted peers, and parents concerning the orientation and mobility needs of the visually impaired student and appropriate methods and procedures for interacting with the visually impaired person that will foster maximum independence and safety

Parent, Guardian, or Conservator

The parent, guardian, or conservator has the following roles and responsibilities:

- Is fully informed as to why an assessment is being conducted and how it is to be conducted
- Provides information relating to the assessment, including medical information
- Gives written informed consent before an individual assessment is conducted and may receive a copy of the assessment report when requested
- Is knowledgeable about the assessment results prior to the IEP meeting to participate more effectively in the meeting
- Participates as a member of the IEP team by:

  Stating the observation of needs, expectations, interests, and goals for the child
  Cooperating with school and other personnel to determine IEP goals and objectives for the child
  Accepting responsibility for assisting in the implementation of IEP goals and objectives

- Participates in ensuring that an appropriate educational program is planned and implemented to meet the individual needs of the child and maintains communication with school personnel to accomplish this goal, including providing feedback and suggestions about the instruction and services being provided
- Provides, in cooperation with school personnel, an appropriate educational program in the home to improve students' daily living skills, career and vocational skills, orientation and mobility skills, and other developmental skills as a supplement to special instruction and services to meet the child's unique educational needs
- Participates in and provides ideas for formal and informal parental education programs that are designed to assist parents in understanding and meeting the needs of their visually impaired children
- Has information and assistance from school personnel and other sources to acquire the knowledge and skills necessary to participate in meeting the unique educational needs of the children (See "Resources for Technical Assistance.")

Visually Impaired Student

The visually impaired student has the following roles and responsibilities:

- Is involved, unless it is clearly not appropriate, in all decisions about his or her education
- Is encouraged to provide information about his or her unique educational needs, strengths, and expectations as a part of the assessment

- Participates, when appropriate, in the development of the IEP
- Gives feedback and suggestions about the instruction and services being provided
- Has high expectations and works toward achieving them to become as independent as possible

Eye Specialist

The eye specialist, a licensed ophthalmologist or optometrist, makes vision-related recommendations to the classroom teacher, teacher of the visually impaired, orientation and mobility specialist, or other professional staff. Some optometrists and ophthalmologists specialize in low vision impairment and have the necessary equipment and expertise to assess low vision and prescribe low vision aids. (See Appendix B, "Assessing Vision/Low Vision," for more detailed information.)

Regular or Adapted Physical Education Specialist

The regular or adapted physical education specialist has the following roles and responsibilities:

- Is knowledgeable about unique educational needs in the area of sensory/motor skills
- Works closely with the teacher of the visually impaired, the orientation and mobility specialist, and the occupational or physical therapist to share needed information and coordinate services that may be provided by these individuals
- Is familiar with specialized or adapted equipment for the visually impaired in the area of physical education

Occupational or Physical Therapist

The occupational or physical therapist has the following roles and responsibilities:

- Is aware of unique educational needs of the visually impaired, particularly in the areas of sensory/motor skills
- Works closely with the teacher of the visually impaired, orientation and mobility specialist, and physical education staff to coordinate services

School Nurse

The school nurse has the following roles and responsibilities:

- Acts as a liaison with health professionals, educators of the visually impaired, other school personnel, and parents
- Coordinates vision and hearing screening, including making referrals and providing hearing screening to visually impaired students
- Provides assistance in determining the need for additional health assessment; e.g., physical examinations and referrals to other agencies, including California Children Services and Regional Centers

Program Specialist

The program specialist has the following roles and responsibilities:

- Has in-depth knowledge of visually impaired students' unique educational needs and experience in providing education for these students
- Provides technical assistance and in-service training to all personnel working with visually impaired students and parents
- Is knowledgeable about local, state, and national resources for the visually impaired
- Is especially knowledgeable about program options and services available within the local plan area

Specialist in Career and Vocational Education

The specialist in career and vocational education has the following roles and responsibilities:

- Is aware of unique educational needs in career and vocational education and other related areas and appropriate career and vocational assessment tools
- Consults and works with the teacher of the visually impaired, orientation and mobility specialist, and parents in determining realistic goals and instruction in this and related areas
- Is knowledgeable about the expanding career and vocational education opportunities currently available to visually impaired individuals, including the use of technological aids
- Coordinates with the rehabilitation counselor for the blind in the local office of the California State Department of Rehabilitation

To be effective, all instruction and services should be coordinated to focus on the visually impaired student.

Language, Speech, and Hearing Specialist

The language, speech, and hearing specialist has the following roles and responsibilities:

- Is aware of the student's functional vision, unique educational needs in the areas of communication, particularly language development, concept development and academic skills, and sensory/motor skills
- Works closely with the teacher of the visually impaired to coordinate instruction and services

Counselor, Psychologist, or Social Worker

The counselor, psychologist, or social worker has the following roles and responsibilities:

- Is aware of the unique educational needs of the visually impaired student or the student's family
- Works closely with the teacher of the visually impaired to coordinate services
- Is knowledgeable about special considerations for visually impaired students when conducting assessments (See Appendix F for legal requirements.)

Transcriber (Certified Braille Specialist)

The transcriber (certified braille specialist) has the following roles and responsibilities:

- Holds Library of Congress certification for preparing materials in braille
- Adheres to standards of the Braille Authority of North America when preparing braille materials in mathematics, music, foreign language, or computer notation
- Is knowledgeable about embossing tools, techniques, and media and understands the concepts to be presented when preparing tactile materials
- Adheres to the transcribing standards and procedures for large type of the National Braille Association and qualifies as a typist according to the standards of the local educational agency when preparing materials in large type
- Has the necessary competencies to prepare aural media, including knowledge of recording equipment, the ability to comprehend and present materials at an appropriate pace, and a well-modulated voice

Reader

The reader has the following roles and responsibilities:

- Possesses the skills necessary to read print materials to visually impaired students, including:
  - Knowledge in the use of recording equipment
  - Good articulation, pronunciation, and pleasant voice
  - Ability to follow the directions of the teacher and student
  - Ability to meet deadlines
- Works under the supervision of the teacher of the visually impaired, when the reader is a sighted student or volunteer

Aide

The aide has the following roles and responsibilities:

- Assists, as directed by the teacher of the visually impaired or other credentialed staff, in the following areas:
  - Facilitating the classroom organization and environment
  - Reinforcing the individualized instruction provided by the teacher to achieve IEP goals and objectives
  - Planning and preparation of materials
- Is familiar with the unique needs of students in the class

Ancillary Staff in Residential Programs

The roles and responsibilities of staff members will vary, depending on the agency in which they work:

- Dormitory and ward personnel, including psychiatric technicians in state hospitals, are responsible for the health, safety, and well-being of students when they are not in school. Since these staff members engage in activities with students similar to those normally provided by parents, these personnel should be aware of the unique needs of students and coordinate with instructional staff, particularly in the area of daily living skills, so that consistency in expected behavior occurs.

- Food service staff members are responsible for planning, preparing, and serving meals to students. Diets should be monitored so that they meet the special needs of students. Food service staff should coordinate with instructional staff, when appropriate, in reinforcing students' eating skills.
- Health services staff members are responsible for the health and medical needs of students and should communicate with appropriate personnel regarding the changing health and medical needs of students, particularly concerning medications and special health care needs.

Coordination of Instruction and Services

How does the program coordinate instruction and services to visually impaired students?

To be effective, all instruction and services should be coordinated to focus on the visually impaired student. Meetings concerning the individualized education program and the program itself should form the foundation for the coordination of instruction and services.

It is important, however, that all key individuals involved develop formal and informal ways to communicate with one another on an ongoing basis to ensure that the individualized education program is implemented in a coordinated manner. Since many key individuals are often involved in the education of visually impaired students, one staff member should be assigned to facilitate this coordination among all key individuals, including the parent. In most cases, the teacher of the visually impaired will have this responsibility when the visual impairment is the student's primary disability.

National Association for Parents of the Visually Impaired, Inc.

AWARENESS

1987 SECOND QUARTER Mary Lou Wilkinson, Editor

YOU'VE GOT OUR NUMBER!

Toll-free numbers at NAPVI are: 1-800-225-0227 (wait for tone, then dial 994610) (U.S.); 1-800-222-1537 (wait for tone, then dial 994610) (in Texas). NAPVI's main telephone number is 512-323-5710.

Our office manager is Denise Bair, a true Texan with a flair for organization and a desire to get every task done quickly and well. She is the mother of three children, ranging in age from 7 to 2, so she relates well to the parental concerns of the NAPVI membership.

SECTION 504 ACTION URGENTLY NEEDED

NAPVI is supporting legislation which would overturn the Supreme Court's 1984 *Grove City College v. Bell* decision.

In *Grove City,* the court ruled that only the specific program or activity of an institution which receives federal funds, not the entire institution, is required to comply with certain federal civil rights laws.

The ruling diluted the scope and coverage of four major civil rights laws, including Section 504 of the Rehabilitation Act of 1973, the only federal civil rights law which protects people with disabilities, including those who are visually impaired, against discrimination.

The legislation which would overturn the decision is the Civil Rights Restoration Act. It redefines "program or activity" to include the entire institution or organization when any part of it receives federal funds.

Said Sen. Edward Kennedy (D-Mass) who introduced the bill in the Senate: "The *Grove City College* decision has left those with disabilities in our Society without recourse for discriminatory actions which deny them their livelihood."

Ted Kennedy, Jr., in hearings before the committee on Labor and Human Resources, chaired by his father, testified in support of the act. (For copies of his testimony, as well as that of others, write to the NAPVI office, P.O. Box 180806, Austin, TX 78718.)

Kennedy, who had cancer when he was 12, spoke on behalf of 64 organizations representing people with disabilities, including NAPVI. He said the Grove City decision "hopelessly obstructs the path" to equality for disabled Americans.

Noting that Congressional action on the bill is expected sometime in July, Liz Savage of the Epilepsy Foundation of America and a speaker at NAPVI's 1986 Convention, urges fellow NAPVI members to become familiar with the Civil Rights Restoration Act and to write letters and telephone their Congressmen and Senators in support of restoring full Section 504 powers immediately.

"In the past, when the disability community has expressed its spontaneous rage, it has been awesome. People stopped and listened. Remember, every member of Congress counts letters and phone calls!

"This is the biggest battle we, the disability community, have faced yet. We are only going to win it if we **all** work together. Your letters and calls will make a big difference," she said. (See Terry Leo's article on page 4.)

PROBLEM SOLVING: AN OPPORTUNITY AT VALLEY FORGE

NAPVI will offer a unique roll-up-your-sleeves, let's-figure-this-out-together opportunity this summer when it plays host to approximately 150 parent group leaders at Valley Forge, near Philadelphia, PA.

Billed as a "Hands-On Leadership Training Program for Parents," the August 7-9 event will begin with a Friday evening keynote address by Dr. Mae Davidow, who taught at Overbrook School for the Blind for 35 years and who is a recognized expert on teaching the abacus and in teaching social skills to the visually impaired child. A get-acquainted social will follow.

Sessions on Saturday will include "Designing the Delivery System," "Organizational Skills: The Life of a Group" and "Accessing the System for Your Child."

Saturday presenters will include Dr. Alana Zambone, national consultant in early childhood at AFB; Gail Granados, member-at-large of the NAPVI Board of Directors and president of Connecticut Parents Association; Kate Aldrich, Board Member, Pacific States; Dr. Kay Ferrell, professor, Teacher's College, Columbia University.

Dr. Ferrell will also lead a wrap-up session on Sunday. During that presentation a unique panel of teenagers will be featured.

Norma Lucas, NAPVI Region II board member (mid-Atlantic States), is conference coordinator.

Registration for the Conference, to be at the Hilton/Valley Forge, is $50 per NAPVI member, $80 per NAPVI member couple; $60 per non-member parent; $60 per NAPVI member professional and $70 per non-member professional. The NAPVI rate at the hotel is $62 single/double occupancy and participants should make their own lodging arrangements with the hotel.

No exhibits are planned during the workshop; however, if you have material you wish to distribute, you may send it to the Valley Forge/Hilton in care of NAPVI and we will place it on an unmanned table.

A similar seminar is planned for February, 1988 on the West Coast as NAPVI will be one of the three affiliate groups convening as a part of the AFB-Foundation for the Junior Blind Seminar.

Eileen Hudson, program committee chairperson, encouraged parent group leaders, especially in the central portion of the U.S., to plan to attend one or the other of these seminars.

"The friendships and the networking possibilities which began at the national conference in Arlington, Texas last fall are certain to be widened through these two unique opportunities," she said.

For more information and pre-registration information, contact the NAPVI national/office, P.O. Box 180806, Austin, TX 78718, telephone 512/323-5710.

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SHOPPING BAG

The products and services listed within this edition of **AWARENESS** *are for your information. NAPVI does not recommend one item over another and strives to be fair in its listing of resources available to those who work with visually impaired children. We invite anyone who produces a resource of interest in the field to share information about their item with the NAPVI membership. This column highlights new, unique, free and/or inexpensive items for the visually impaired. NAPVI reserves the right to publish information about such items at its discretion. NAPVI accepts paid advertising for* **AWARENESS.** *Contact our national office for a rate card.*

The Official Harvard Student Bartending Course is available in a hardcover braille edition that teaches you how to make and remember hundreds of popular drinks, how to set up for a party, etc. for $28. Order from the National Braille Press, Inc., 88 St. Stephen Street, Boston, MA 02115 or call 617-266-6160 and charge it with a major credit card.

Braillables, a series of children's books which are reasonably priced and unique in that they use braille to draw, is being published by the Guild for the Blind in Chicago. Figures and diagrams play an important role in learning math, geometry and map-reading. This series encourages drawing, looking at illustrations and using braille creatively. Thus, braille can be shared through pictures that are recognizable by both blind and sighted. The series is divided into three levels: the Teddy Bear Series for beginners; the Bunny Series for children with more reading experience and the Owl Series for older children. For information and a listing of books, contact Marie Porter at the Guild for the Blind, 180 N. Michigan Ave., Chicago, IL 60601 or call 312-236-8569.

Kindercize, a "living room" exercise program designed as a valuable learning vehicle for the development of gross motor skills, better balance, coordination, counting skills, perception of music, motion and rhythm, is available from Kindercize, P.O. Box 360934, Milpitas, CA 95035. Diana Mihalakis, a mother of three (one is a blind 2 year old) and Marlene Braxton, a certified aerobics instructor and mother of two, formulated this unique exercise program. The kindercize book and cassette tape (used together) are $22. A 17-minute demonstration video tape of Kindercize on VHS is available for $24. A $10 rental fee will be refunded on all returned videotapes.

Soft Side Carry Case, specifically designed to hold the Perkins brailler, is made from a lightweight water-resilient material, has a dual, heavy-weight zipper and opens on three sides to permit ease in packing the brailler. Shoulder strap permits hands-free carrying. Also new from Howe Press is a print copy holder which attaches to the handle of the Perkins brailler and accommodates printed material which is being transcribed into braille and a Dymo tape holder that clips to the brailler to emboss braille without the necessity of using a slate and stylus. Write to Howe Press, Perkins School for the Blind, 175 N. Beacon St., Watertown, MA 02172-2790 or call 617-924-3490 for price and ordering information.

A copy of the **Constitution** in braille is available free, thanks to a grant from the National Endowment of the Humanities, from the National Braille Press, 88 St. Stephen Street, Boston, MA 02115, or call 617-266-6160.

ON CONFERENCE AND WORKSHOP AGENDAS

April 25, 1987 Spring Family Get Together was held by the Minnesota Association for Parents of the Visually Impaired. Although it has already been held, we wanted to mention some "neat" things on the agenda, like "zoo critters" featuring live iguana, lop-eared rabbit and a snake, as well as a family picnic, music experiences for the children and a meeting about family communication, role changes, etc. for the adults. Wish we coulda' all gone!

June 26 Vision Resource Conference for Educators and Parents, Quality Inn/Chicago, 9 a.m. to 5 p.m. Luncheon included. For more information, contact Mary Zabelski, president, Illinois Parents of the Visually Impaired, 312-774-4742.

July 9-11 The Southwest Conference of AER (Association for Education and Rehabilitation of the Blind and Visually Impaired) is holding a regional conference at the New Mexico School for the Visually Handicapped in Alamogordo. Theme will be "Focus on Fitness—Appraising, Exploring, Reshaping." Contact Alicia McAninch, NM School for the VH, 1900 North White Sands Blvd., Alamogordo, NM 88310 (505-437-3505).

July 17-19 The Connecticut Chapter of NOAH (National Organization for Albinism and Hypopigmentation) is sponsoring a national conference at the Hartford Marriott in Farmington, CT. Contact Chris and Carole Sears, 16 Valley View Road, Simsbury, CT 06089.

August 7-9, "A Hands-On Parent Group Leadership Training Seminar" sponsored by NAPVI at the Hilton Inn/Valley Forge (near Philadelphia) for 100-150 particpants selected on a first come, first served basis. See page 1 for separate article.

September 7-11 Tennessee Association for Parents of the Visually Impaired will host a combination Conference-Retreat for families on the campus of the Tennessee School for the Blind near Nashville. Contact Susan Womack, president, TAPVI, 615-865-5244 (after 2:30 p.m., please).

October 15-17 Third Annual International Conference, titled "Computer Technology/Special Education/Rehabilitation," at California State University, Northridge. An experimental, computer controlled omni-directional wheelchair will be demonstrated. Contact Dr. Harry J. Murphy, CSUN Office of Disabled Student Services, 18111 Nordhoff Street, Northridge, CA 91330, telephone 818-885-2578.

October 14-17 "Visual Horizons," The Sixth Canadian Interdisciplinary Conference on the Visually Impaired Child, Halifax, Nova Scotia. To be placed on the conference mailing list, write SCICVIC, P.O. Box 8475, Halifax, NS, Canada B3K 5M2.

AWARENESS is a quarterly publication of the National Association for Parents of the Visually Impaired, Inc., a nonprofit organization with offices at 7530 North Lamar, Suite 106, Austin, TX 78752. Mailing address is P.O. Box 180806, Austin, TX 78718. **AWARENESS** is entered as second-class matter at Austin, Texas.

CONTRIBUTIONS: Items intended for publication should be sent to **AWARENESS,** P.O. Box 206, Caldwell, AR 72322. Materials may be submitted in handwriting, type or on cassette and must be signed. **Deadline for 3rd Quarter, 1987: August 1, 1987.** All items submitted become the property of NAPVI and will not be returned. We reserve the right to edit.

Editor . . . . . Mary Lou Wilkinson
Assistant Editor . . . . . Keitha Robinson
Advertising Director . . . . . Lee Robinson

Staying On Task For Our Children

EARLY YEARS COMMITTEE URGES ADVOCACY

Members of the Early Years Advisory Committee have recommended to the American Foundation for the Blind that priority be given to meet the need for technical assistance and advocacy to assure involvement by vision professionals and families with infants and toddlers who have visual impairments regarding the implementation of P.L. 99-457 (the Early Childhood Amendements of 1986).

Specific recommendations include:

1. Determining and adopting eligibility criteria and definitions for provision of services to infants and toddlers who may be at risk of developmental delay due to a visual impairment;
2. Developing screening and assessment techniques and instruments for use with infants and toddlers suspected of, or identified as having a visual impairment;
3. Determining and describing service delivery options and best practices for meeting the needs of infants and toddlers by overcoming current limitations of knowledge and skills;
4. Extending and expanding specialized personnel preparation and training of other service providers (beyond education) and parents to work with infants and toddlers with visual impairments and blindness.

Two primary activities were recommended to AFB for implementation: 1) the development and dissemination of a variety of print materials for parents, for those in the health and education commmunities, for daycare personnel, for policy makers, for related service providers and for those of professional preparation coursework. Topics of these materials will include defining and describing effective intervention services; information and best practices and supporting parents, among others. 2) Development of a pilot mentorship program for special educators to provide ongoing support in the vision field for service providers to assure that the development of competence is an ongoing process. This support is particularly necessary for those who are new to the profession because of the isolation they may experience while serving this low prevalence population.

EARLY CHILDHOOD (P.L. 99-457) UPDATE

By Diana Cuthbertson, NAPVI Board Member, Region I

On May 11-12 leaders from throughout the national disability community convened in Washington, D.C. for a conference on "Disability Policy: The State of the Nation," sponsored by the Institute for the Study of Exceptional Children and Youth, University of Maryland.

Mrs. Madeleine Will, assistant secretary of the Office of Special Education and Rehabilitative Services of the U.S. Department of Education, opened the conference. Sen. Tom Harkin, chairman of the U.S. Senate Subcommittee on the Handicapped, also spoke about disability issues before the current Congress. Following these speakers small-group sessions were conducted to explore various aspects on disability, including deinstitutionalization and community living; housing, rehabilitation; future prospects; P.L. 94-142 and legal issues and the courts.

One area I found of special concern was the discussion on implementation of the early intervention program mandated by the 1986 Education of All Handicapped Children Amendments, led by Lani Florian, legislative aide to Sen. Lowell Weicker. She stated that the intent of the law is to strengthen the family's ability to nurture their own child and that early intervention has been proven cost effective, as it increases the potential and opportunities for our children with disabilities.

Dr. Merle McPherson, director of the Division of Maternal and Child Health, U.S. Department of Health and Human Services, then posed four questions concerning this legislation: Are we ready to implement this new law; is there a need; do we know how to run such early intervention programs; is the service delivery system in place to run such programs and do we have the needed resources to run such programs? Answering "yes" to each question, she noted, however, that there is still a need to build up family centered, community based services. She stated that we continue to spend over $3 billion each year on institutional care and we spend a great deal of additional money on end stage treatments, but not enough on the early intervention which may prevent institutionalization.

Another related concern is that this law does not provide for ongoing medical care beyond that required for diagnosis and evaluation. Twenty percent of all children have no health care coverage currently. We need to revamp our Medicaid system and work with private insurers to obtain adequate coverage, particularly since many of our children have ongoing medical needs which are often outside our insurance contracts.

Finally, Dr. McPherson identified the enormous need to train professionals working in the field to work in partnership with families, respecting the family's ability to nurture their children. Personnel to be trained include those who work in day-care centers and respite care staff.

To date letters from 43 governors have been received indicating their wish to participate in the Title I (Handicapped Infant and Toddler) and Title II (Handicapped Children, Ages 3 to 5) programs. It is important to note that the $50 million appropriated for these programs this year will help strengthen and build existing service systems, not provide direct service money, Joseph Ballard, associate director for Government Relations, Council for Exceptional Children, commented. Proposed regulation will be out for public comment by the end of June.

Dr. Kathleen Huebner, assistant director of national consultants, American Foundation for the Blind, raised the concern that blind and visually impaired children are not fully counted. Therefore, their needs and corresponding resources and training personnel are not being planned for.

Sen. Lowell Weicker, a parent of a child with disabilities who is ranking minority member of the Subcommittee on the Handicapped and spokesperson on behalf of all persons with disabilities, challenged all advocates of children to "roll up our sleeves and demand that our elected officials respond to the legitimate right of all persons to participate fully in their communities. One measure of the strength of our nation is how we help those who need our special care," Sen. Weicker said.

PARENT FORUM

There is some movement within the field of special education to make the regular classroom synonymous with the "least restrictive environment" as indicated in P.L. 94-142. NAPVI has always been committed to the availability of a continuum of services (state schools, special day classes, resource room, regular class) as being vital to obtaining appropriate services for our children. A blind child in a regular classroom with poor braille skills may be far more restricted than in a resource room. The most appropriate placement is the least restrictive environment.

NAPVI invites your comments on this issue for publication in future issues. If you'd like to write us and keep your name confidential, tell us so; however, all submitted material must be signed when we receive it.

YOUR LETTER DOES COUNT!

By Terry Leo, Teacher for the Visually Impaired, Garland, TX

Most Americans are utterly unaware of the significance which elected officials attach to even one letter. Your letters do make a difference. Even one letter can influence a lawmaker's note on a bill.

Timing is an important factor in letter writing. Often a flood of mail is received just before a bill comes to a vote, but a single intelligent letter can be very influential months before when a Congressman is still forming his opinions.

Try to follow these simple rules when writing letters:

1. Identify yourself as a member of NAPVI as a means of increasing your influence.
2. Be friendly, courteous and refrain from threats or accusations.
3. Produce a neatly typed or written letter that is easy to read.
4. Make it a brief letter, not exceeding two pages handwritten or one page typed.
5. Know your subject by clearly expressing why you are for or against a bill (try to include name and/or numbers of the bill).
6. Mention specific arguments rather than generalities.
7. Avoid writing form letters or letters copied from "sample" letters.
8. If you want a reply, ask for it and, if no reply is necessary, indicate it.
9. Write often, as two or three letters per month are not too many.
10. Keep writing even if the replies aren't always satisfying.
11. And, most importantly, when your official votes "right," send him a thank you.

    Address your letters as follows:

    The Honorable _____
    U.S. Senate
    Washington, D.C. 20510
    Dear Senator _____:

    or

    The Honorable _____
    U.S. House of Representatives
    Washington, D.C. 20515
    Dear Representative _____:

12. Send a Western Union "Personal Opinion Message" (POM) wire to your senators, congressmen, state legislators or any other elected officials. Your message has the impact of a telegram. You may send a 20-word message for $4.45, with each additional 20 words costing $2. To send a POM, call Western Union's toll-free number (1-800-325-6000). They will charge it to your telephone bill.
13. To contact the office of your senator or congressman office directly, telephone the U.S. Capitol switchboard at 202-224-3121.
14. To obtain information on the status of particular legislation in the House or Senate, telephone the Legislative Information Office at 202-225-1772.
15. To listen to recorded messages on the latest legislative activity, telephone 202-224-8541 for Senate Democrats; 202-224-8601 for Senate Republicans; 202-225-7400 for House Democrats; 202-225-7430 for House Republicans.
16. To obtain copies of pending legislation in the U.S. Senate, write the Senate Documents Room, Senate Hart Building, Rm. B-04, Washington, D.C. 20510, 202-224-7860; or in the House, write House Documents Room, U.S. House of Representatives, Washington, D.C. 20515; 202-225-3456.
17. To express your personal opinions on any issue to the White House, call the White House Comment Line at 202-456-7639 or write a letter to:

    The President
    The White House
    Washington, D.C. 20500
    Dear Mr. President:

18. Write letters to the editor of your local newspaper to express your opinions.
19. For status of legislation at the White House waiting action (no positions given on legislation pending before Congress)—202-456-2226.

(Source: Candidates' Biblical Scoreboard)

GROUP PRIORITIZES EARLY CHILDHOOD PROGRAM

A newly formed group of 20 parents of visually impaired children in a four-county area of Ohio are hoping to organize a preschool for VI children.

Parents Helping Visually Impaired People (PHVIP) encompasses the counties of Trumbull, Mahoning, Ashtabula and Columbiana, according to NAPVI Board Member Norma Lucas, who is a spokesperson for the group.

Pam Davies, mother of 11-month-old Clint, is chairperson of the early childhood project. Members of the group were asked to sit on a panel with agency personnel exploring possibilities of Child Find. The group hopes to delete duplication of services and connect agencies and parents together, so that new parents of a special needs child may get information quickly.

Mrs. Lucas was instrumental in starting the Special Needs Information Center (SNIC), a parent resource office run by parents. SNIC address is P.O. Box 87, Girard, OH 44420, 216-545-2837. Office hours are 10 a.m. to 3 p.m. Tuesday through Friday.

SNIC and a similar direction center in Akron, the Parent Coalition for Parents with Disabilities are the only two "grass roots" information centers not affiliated with an agency or organization in the state. The Akron Center is located at 400 Elbon Avenue, Akron, OH 44306, 216-724-1111.

Recently the parents in the area were instrumental in preventing the passage of Ohio Bill 171, which would have drastically cut funding for special education. A massive letter writing/phone calling campaign led to defeat of the measure, according to Mrs. Lucas.

REPLICATION IDEAS THAT WORK

Several years ago, after the P.T.A. organization at the Missouri School for the Blind fell by the wayside, New Superintendent Louis Tutt set up a unique, 15-member Parent Advisory Council (PAC) at the school.

The role of a PAC member is to ask the superintendent about all phases of programs at the school, particularly about its educational progress. Supt. Tutt's role is to be an "accountability person." The dialogue between him and this parent council, which meets every two months and seats parents with children at all educational levels and with additional handicaps as well, is both two-way and continuous.

"In fact, our PAC just had a meeting yesterday. We usually come in from across the state for morning meetings, break for lunch at the school and then finish up in the afternoon," he said.

PAC members serve a four-year term and a chairperson, co-chairperson and secretary are elected from the PAC body. The members publish a newsletter (titled "PACMAN!") which goes out to all MSB parents immediately after each meeting.

"It's an active council. Usually at each meeting various staff members speak to the group about such things as SSI, mental health and other parental concerns. As an advisory council, they are concerned with giving and sharing information, both to me and to their fellow parents. (A separate Room Mothers Club at the school becomes involved in direct projects for the students.)

"They're a good group—one recognized officially by the Missouri State Board of Education as a state committee," Supt. Tutt said.

NAPVI became aware of this group because each year Mr. Tutt provides every member of his PAC with an **AWARENESS** newsletter.

For more information about this unique group, contact Mr. Tutt, Missouri School for the Blind, 3815 Magnolia Ave., St. Louis, MO 63110, 314-776-4320.

ELECTION SLATE NAMED

The following NAPVI members have been nominated as part of a slate of officers for by-mail balloting in September. Those nominated include Eileen Hudson, Beloit, WI, president; Gail Granados, Norwich, CT, vice president; Jeanie Flack, Harbor City, CA, secretary and Henry Hedgecock, Blossvale, NY, treasurer.

The NAPVI bylaws require that each nominee have served at least one year previously on the NAPVI Board of Directors.

In addition, two regional representatives will be elected to the Board from Region I, encompassing the far northeastern states currently served by Diana Cuthbertson of Westfield, NJ and board member-at-large, a position currently filled by Mrs. Granados. (See separate article on this page).

Only parent/family members (one per household) will vote in the election. Those voting have the opportunity to write in their own preference, using the criteria set forth in the bylaws and published in the First Quarter, 1987 edition of **AWARENESS.**

Biographical data follows.

Eileen Hudson served on the original ad hoc committee which formed NAPVI and also served a term as Region III (Midwestern States) Board Member before assuming her present position as vice president. Her principal duty has been that of program chairman; in addition she serves on the Affiliations Committee, the Fund Raising Committee and the Technical Advisory Committee. Mrs. Hudson, who has macular degeneration herself, is the mother of two visually impaired college students, Brian and Michelle. She served for many years on various Concerned Parents Group of Wisconsin School for the Blind committees and often serves as a volunteer advocate for parents of handicapped children. She and her husband, Keith, have also been foster parents to many children.

Gail Granados is founder and current president of the Connecticut Parents Association and has often been called upon to use her strong organizational skills by such groups as the New England Regional Seminar for Parents of Preschool Visually Handicapped Children and others along the Eastern Seaboard. She is a member of the NAPVI Program Committee....She and her husband, Arturo, are parents of a teenaged son, Scott, who has retinal blastoma. Mrs. Granados is part of a banking management team.

Jeanie Flack served as a member of the original ad hoc committee which found NAPVI and represented the western/far southwestern states on the Board. She is currently chairman of the Affiliations Committee. A native of Montana, she was instrumental in helping parent groups there and in Utah to organize before moving with her family to Los Angeles. Recently she has worked as a trainee with the Los Angeles City Schools assisting children with many different disabilities. A running enthusiast who was also a presenter on Recreation at the first NAPVI conference last fall, Mrs. Flack is currently in training with her two visually impaired teenaged sons for the Tom Sullivan Run; they ran in the Los Angeles marathon as well.

Henry Hedgecock, also a member of the original ad hoc committee, has served as the NAPVI treasurer since 1979, establishing sound fiscal policies and procedures. His duties also include membership in the Fund Raising Committee and the Program Committee. He has been state vice president and president of the South Carolina Coalition for Handicapped Persons and member of the Early Years Advisory Committees of the American Foundation for the Blind. He and his wife, Gale, have been foster parents to approximately 70 children. Their son, Craig, is a totally blind student at a local high school and a member of its championship wrestling team.

BOARD POSITIONS TO BE FILLED

Annual three-year term elections to the NAPVI Board of Directors in September will be in Region I (New York, Connecticut, Massachusetts, New Hampshire, New Jersey, Maine and Rhode Island and in the member-at-large position.

Region I is now represented by Diana Cuthbertson of Westfield, NJ and the current member-at-large is Gail Granados of Connecticut.

Those members interested should secure a Nominee Fact Sheet from Nominations Committee Chairperson Diana Cuthbertson, 630 Fairmont Ave., Westfield, NJ 07090, 201-654-4333 and return it **no later** than July 15, 1987.

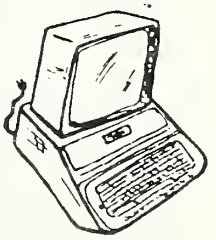
The fact sheet should be accompanied by three letters of reference (including one from a professional source, such as a teacher, principal, clergyman, civic or charitable leader or medical contact).

Nominees for the election will receive notification from the committee informing them of their nomination, pending interview with the current board member from the region involved and the necessity to submit a letter of intent to serve on the board, if elected.

Refer to the First Quarter, 1987 edition of **AWARENESS** for the criteria of eligibility or contact the national office (toll free 1-800-225-0227/994610) or Diana Cuthbertson.

Ballots will be mailed to all voting members (parent/family) for the member-at-large position. Voting members in Region I will also vote for that position.

HI-TECH TALK



The Second Beginner's Guide to Personal Computers for the Blind, completely revised (new users will need the original as well), contains all new materials including comparative reviews of the six most popular screen reading programs for the IBM PC, seven speech programs for the Apple and the most effective program for the Commodore 64 talking computer plus information about the Sensible Speller, magazine listings, etc. Print copies are $11 (plus $3 for postage) and braille or cassette copies are $11 (shipped "free matter for the blind"). Write to National Braille Press, Inc., 88 St. Stephen St., Boston, MA 02115 for more information.

Kidsview Software enlarges computer characters instantly while closely preserving the normal operation of the computer. The entire contents of the regular screen are presented in the original order so that continuity of the text is maintained. The regular screen can be accessed at any time. Also available is Kidsword, a large character word processor especially designed to be easy enough for children, but suitable for more advanced applications such as business or college. They are available for use now with the Commodore 64, 64C and 128 and will be available for Apple and IBM computers in the coming months. Write to Kidsview Software, Inc., P.O. Box 98, Warner, NH 03278 or contact Julie Griffiths at 603-927-4428 for more information.

Copies of the professional papers presented at the Second Annual Conference, "Computer Technology/Special Education/Rehabilitation," held last Fall at California State University/Northridge, are now available at $14.95 (CA residents enclose $15.92) from CSU Foundation/Northridge, CSUN Office of Disabled Student Services, 18111 Nordhoff Street, Northridge, CA 91330. The 331-page publication focuses on 25 selected presentations, including a keynote address by I. Keith Austin of the IBM Office of Products for the Disabled.

ADVERTISING RATE CARD AVAILABLE

NAPVI is now accepting advertising to **AWARENESS** and a rate card is available to any company or individual producing goods or services of interest to families of visually impaired and blind children.

Such advertising is to be limited to a certain block within the publication and clearly marked "advertising," as NAPVI does not endorse products as a part of its services. NAPVI reserves the right of editorial discretion in acceptance of advertising.

Advertising deadline for the Third Quarter, 1987 edition of **AWARENESS** is July 15. For information regarding rates, please contact the advertising director, NAPVI/National Office, P.O. Box 180806, Austin, TX 78718 or telephone toll free 1-800-225-0227 (wait for tone, then dial 994610). Texas residents dial toll-free 1-800-222-1537 (wait for tone, then dial 994610).

"SEASONED" STUDENTS SOUGHT!

We're asking the "old hats" (that's you if you are finishing at least your first year of college) to share your thoughts about skills, services, "things" that made (or would have made) you independent when you ventured off from home to the campus.

Time is getting close for some younger blind or visually impaired students to "follow in your footsteps" and your expertise would be appreciated.

Send your thoughts (print, braille or cassette) and, thanks for taking the time. Send to **AWARENESS,** P.O. Box 206, Caldwell, AR 72322.

Note to Moms: College kids are as bad about procrastinating as we are. Help some other parents and their kids by encouraging yours to write us today! Thanks.

RESOURCES OF INTEREST TO YOU

Let's Play To Grow is a nationwide organization dedicated to providing recreational opportunities (training, assistance, play guides) for handicapped children and their families as a unit. **Let's Play to Grow** was founded by Eunice Kennedy Shriver through her involvement with the Special Olympics. Local groups are formed by any number of families who wish to get together regularly for "shared play." Interested persons may contact Linda Schulz or Lisa Morris at 202-393-1250.

Careers and the Handicapped is a new magazine listing jobs for disabled persons. The list of employment opportunities with the magazine's advertisers is published in braille. For more information, contact Careers and the Handicapped, 44 Broadway, Greenlawn, NY 11740.

Creating Careers for Blind People: Rehabilitation and Technology, written by Irving Dickman, is available from Public Affairs Pamphlets of New York. The pamphlet traces the influence of technology on career opportunities for visually impaired people. Cost: $1 per copy. For information on how to order, contact: Public Affairs Pamphlets, 381 Park Avenue South, New York, NY 10016.

Vocational Rehabilitation and You, a videotape that shows the important part a vocational rehabilitation counselor can take in transitional planning and helping secondary students and young adults with handicaps to obtain and maintain employment is available for rent ($10 a month) or purchase ($35) from PACER (Parent Advocacy Coalition for Educational Rights), 4826 Chicago Avenue, Minneapolis, MN 55417.

REQUESTLINE: CAN YOU HELP?

Anita Miller writes that her daughter, Lori, age 11, is the first blind student to be mainstreamed in her local public shcool. Lori plays the piano and is learning to play the flute in the band. She would like brailled popular music for piano and needs her flute music brailled as well. Any ideas? Write to Anita at 1305 Rivercrest Drive, Warsaw, IN 46580. (Ed. Note: Share with us, too, so we can share with our readers. On a personal note, how about the French horn?)

AT HOME IN YOUR KITCHEN

(from **Sight Lines,** newsletter of the Center for the Partially Sighted)

Many partially sighted people find it difficult to prepare food, to locate the ingredients and cooking tools. In addition, sharp knives, breakable glass and hot stoves can be hazardous. Here are some inexpensive, practical solutions to help you get started on making your kitchen an easier place to cook.

LIGHTING AND COLOR CONTRAST. Color contrast and lighting are as important in the kitchen as they are in any other room. Good lighting and reduced glare will help you use your remaining vision for kitchen tasks. High contrast in the colors you choose for the tools and decor in your kitchen will make it easier to find the things you need.

ORGANIZING. The key to locating items is organization. Grouping things into categories and sorting them systematically makes finding them easier. For example, on your shelves, put all the fruits on the left, vegetables on the right and cans of fish in the center...or categorize by shelves. In cupboards, keep the things most often used on the shelves that are the easiest for you to get to. Whatever system you select, the key to its success is to **be consistent.**

The same organization ideas work in the refrigerator. Organize your refrigerated foods by shelves, drawers or by left and right.

The simplest solution to jumbled silverware is to use a silverware tray. Pots and pans can be identified by location or by different color-striped tape on the handles.

FINDING THINGS IN YOUR KITCHEN. Use all of your senses to help you identify things in the kitchen. Weight, shape, sound, smell and size can all help. For example, a box of cereal and a box of detergent may be the same size and shape. The detergent is much heavier, has a different odor and has a different sound if you shake the two boxes. A consistent labeling system will also help you find things.

LABELING IN THE KITCHEN. Many items used in the kitchen are labeled in a way that is difficult for partially sighted people to read. It may be necessary to re-label the things you bring home from the market so they are easier to find.

Blank stick-on labels are available in stationery stores. You may write the name of the product on the label in large, bold letters. Stick the labels on cans, bottles, boxes, plastic bags, freezer containers—just about anything. With a visual aid they can be easier to read.

Rubber bands can be used on cans. For example, vegetables have one rubber band around the can, fruits have two. You can develop the rubber band code easiest for you to remember.

Contrasting pieces of tape on the top of cans or frozen vegetable boxes can be used. For example, yellow on corn, green on peas, red on beets.

HI MARKS is a gel that, when dry, leaves a bright orange raised mark. It can be used to underline the identifying word on labels. A partially sighted person can then use visual aids to read only the most important information.

Loeb labels are small plastic replicas of foods that are attached to cans with an elastic band.

PIGTAILS AND BALLET SHOES

By Linda R. Machado, president
South Florida Parents of the Visually Impaired

It was warm and pleasant to recall the exuberant wellness I felt during my pregnancy with Eric. Even though the pregnanacy was quite unexpected, my husband and I were thrilled with the new feelings we shared. United by the focus of all our attention on the preparations we thought were absolutely necessary or this child would just simply refuse to be born, we abandoned ourselves to the excitement of purchasing miniature clothing, customized baby furniture and anything else that even remotely looked like a baby item.

It was these wonderful feelings and memories that bathed me like sunlight when I gazed breathlessly at my newborn god-child, Jessica. She was beautiful and perfect in every way. Her mother proudly swaddled her and Jessica curled up against her breast oblivious to the delirium in the room, common with the birth of the first grandchild in a latin family.

I ached to love and be needed in that way again. My son, Eric, was already three years old and well on his way to being "a b-i-g boy." He didn't need me anymore like he had as a baby. He even told me so. It was the day I brought a cake to his preschool class so they could celebrate his birthday. He told me, "Mommy, go home. This is for childrens." Eric is a brilliant child. No matter what he does or where he is, he shines. His sweetness and loving nature is inherent to everything he does and I just hope that he can keep some of that tenderness as he grows into manhood.

Even though Eric is such a wonderful child, I always had a yearning for a daughter. I fantasized that she would have gold ringlets of hair which I would comb into pigtails. The pigtails would bounce as she would giggle on her way to ballet lessons. We would grow into the best of friends and I would be able to teach her to love the arts as I had loved the arts. This little girl with fat little legs and fat little fingers would be named Carmen Aida, after my two favorite operas.

I knew instinctively that I was carrying the little girl I had waited for so long when the doctor told me I was pregnant for the second time. But this time I did not feel the exuberance I felt when I was pregnant with Eric. I was so sick all the time. There was something very wrong and I was scared; but since my doctors did not appear seriously concerned, I attributed my worries to over-indulging my imagination.

The baby never had a chance. I became so ill that she was born by emergency C-section at about 30 weeks gestation. We had been told just two weeks earlier that she would be born with a serious brain condition called hydrocephalus, where there was an excess of fluid around the brain, which could lead to severe mental retardation. Because she was so premature, she even had trouble breathing and weighed only two pounds. We didn't know whether she would live; but if she did, the chances that this child would ever sing an opera were slim. So we decided to name her Carmen Anais, instead of Carmen Aida. "Carmen" was for the opera and "Anais" was for my favorite perfume at the time. I had begun to let go of the fantasy and begun to accept the reality of Carmen Anais' condition.

She stayed in the hospital for almost a year after her birth. By the time I finally got her home I felt like I had acquired a medical degree by osmosis! I had attended so many medical consultations and read so many reports that I actually understood the doctors when they spoke "medicalese." I could even argue with them, if necessary, in their own language. But in the end, it all meant the same. Carmen Anais was blind, severely brain damaged and had many medical complications.

She's not the child I waited for. She's not even the child I wanted. But Carmen Anais has been a blessing to me. She has taught me to love her unconditionally and without even the hope of her ever understanding anything I do or say.

She has caused me to develop total loyalty and patience as I waited for months by her side in the hospital and as I continue to care for her at home.

Carmen Anais has shown me how wrong we all are to underestimate the abilities of the handicapped person simply because of the severity of the handicap and how much we, the parents, need to be the advocacy vanguard for all our children. I am grateful to my daughter for having demonstrated how precious and delicate our lives are and the beauty that surrounds us. I admire what Carmen Anais has accomplished with her limited capabilities and I am proud of who she has molded me into. I accept Carmen Anais for who she is and I love her fiercely.

But sometimes, there are days when I walk through Dadeland Mall and I see a little blonde girl in pigtails buying ballet shoes with her mommy and I cry for two little girls—Carmen Aida, the child I did not have and Carmen Anais, the child who never had a chance.

A SENSE OF SELF

By Virginia E. Pomeranz, in **INSIGHTS,** the newsletter of Parent Advocates for Visually Impaired Children of Colorado, Winter, 1986.

Ways parents can give children positive views of themselves:

A. **Label actions, not people.** One pitfall is in the area of discipline. I urge parents to assiduously avoid the use of adjectives to label a youngster rather than describe a deed (or misdeed). Explain that what a child has done is a selfish or unkind or careless act—but don't use such adjectives to characterize the child.

Frequent use of such epithets can often become self-fulfilling prophecy. Remember that children are inclined to take language quite literally. A repeated label such as "sloppy" or "mean" or just plain "bad" can, in effect, lead a child to that self-view, with behavior continuing to reflect that image. It is also plainly unfair to reduce anyone to a one-dimensional being. "I don't like that whining tone" is fine—and completely different from "You're a whiner."

B. **Say "I love you."** As adults, we all like to be reassured that, whatever ghastly goofs we may commit, we still enjoy the affection of our spouses and our friends. Children, who are going through a normal period of trials and many inevitable errors, need that reassurance even more. Of course you love your child. Say so every once in a while—in words, in unexpected and unsolicited hugs and kisses.

C. **Give credit.** I don't think praise need be lavished on a five- or six-year old who has simply managed to get through a day doing whatever is required and not perpetuating any major transgressions. I do think, though, that praise is due for a task especially well performed, for a skill attained by effort and practice, for a work of art, for a clever idea, for an unusually thoughtful act. Since you appreciate such things, it's nice to say so. And like negative labels, positive comments can also provide reinforcement for future behavior.

D. **For better, for worse.** As children observe themselves and their peers, it strikes them sooner or later that, democratic principles aside, we are not all created equal. Some youngsters, it is soon apparent, can learn to read faster or throw a ball farther than others. Your child may perceive such differences and voice aloud a feeling of inadequacy in a particular area. Or a youngster may simply brood about it and it may take some parental probing to elicit what's on the child's mind. Once you have done so, your challenge is to dispel the feeling of inferiority—to reassure your child that his or her value does not hinge on a specific such as height, musical talent, somersaulting ability, ability to see well or see at all.

If you realize that your child will never attain an envied playmate's agility, ear for music or whatever, you can point out other areas in which your child does excel. And you might, too, discuss new activities and interests your youngster might want to explore, areas in which there is a potential for achievement.

E. **The bottom line.** There is an underlying message to all this, one that will serve to fashion not only your child's self-view, but his or her view of others as well. It is that we all differ in our innate traits, talents, and abilities—but each of us, in our own special way, is an entirely worthwhile and precious human being.

Talking It Over With Your Child...

THE JOB INTERVIEW: HOW TO MAKE IT A SUCCESS

(This material was prepared for a first-ever Career Day at the Texas School for the Blind by personnel staff of the Texas Commission for the Blind.)

Here are some pointers for putting your interview on target:

1. Recognize that you are a salesperson with something unique to sell—yourself.
2. Learn the interviewer's name. Use it.
3. Be prepared to state your mission when you arrive at the employment office.
4. Have all needed items with you (your social security card, for example) and bring along a resume.
5. Come alone. Don't join forces with a friend.
6. Do shake hands if a hand is offered. Grasp firmly. Don't break it but don't offer a limp, unfriendly or shy hand.
7. Stand until you are asked to sit.
8. Do speak up and out. You can't expect the interviewer to wring questions and comments from you.
9. Know what the company does or makes.
10. Bask in the knowledge that personnel people love to hire applicants. Help her or him to help you by thinking of every possible thing you might do to aid the organization's progress or to solve its problems.
11. Anticipate probable questions.

And here are some "don'ts" for the job interview:

1. Don't ask for a job—or a chance.
2. Never say, "I'll take anything." Never. Instead (when you're very desperate) say something such as, "I've no quarrel with hard work. I can take what might seem to you a lowly job if there is a chance to move up and out as I prove myself."
3. Don't apologize for lack of experience. Instead, talk about your trainability and about how quickly you learn.
4. Don't try to do all the talking. Your share of any conversation in which two persons are involved is roughly 50 percent.
5. Do not smoke. Even if the interviewer smokes, do not smoke. It's difficult to synchronize your cigarettes with your responses to questions.
6. Don't pop into an employer's office five minutes before closing time and expect to land the job.
7. Don't tell a prospective employer about all the turndowns you've had. Pessimism breeds pessimism.
8. Don't wander from the subject at hand, which is how the prospective employer can use your services. When the interviewer strays, just be charming in return.
9. Don't rely too heavily on introductions or letters of recommendation. They only supply the entry.
10. Avoid the what-do-you-have-for-me? approach. You really can't expect a prospective employer to rattle off a list of ways he or she can use your services.
11. Don't kill yourself by "degrees." The but-I'm-a-college-graduate routine is very unappealing.
12. Do not take more than one drink if you've been invited for lunch or dinner. Take that only if your host is having one.
13. Do not hang around after the interview is over. How will you know when the interview is over? Usually the fact that the interviewer has ceased to ask questions and has thanked you for coming in signals the end of the interview.

Here are some of the questions the prospective employer may ask you. Practice your answers so you're ready in case you're asked them.

1. What do you know about us?
2. What can you tell me about your current job?
3. Do you prefer to work with others, or do you prefer to work alone? Why?
4. If you had a choice of any job, anywhere, what would you choose to do?
5. What job in our company would you choose if you were given a choice?
6. What jobs have you enjoyed the most? The least?
7. What was your best subject in school? Your worst?
8. Why do you want to work for our organization? How did you happen to apply here?
9. What are your goals? Long range? Short range?
10. What kind of contributions could you make to our company?
11. Where do you see yourself in this company five years from now? Ten years?

Here are some questions you will want to ask the prospective employer:

1. Can you tell me something about the last person who held the job?
2. Will you describe a typical job for me? That is, what would the daily duties for the job be?
3. Does the company have a policy of "promotion from within" or do you usually look to the outside for executive talent?
4. What sort of person do you hope to hire for this job?
5. What is the rate of turnover in this work at the company? How does this compare to other companies in this business?
6. How does this work area of the company fit into the organizational whole?
7. What problems do you hope to have solved by the person you hire?

Practice these questions before the interview so you can deliver them smoothly.

The follow-up letter or phone call serves the purpose of getting the potential employer to take another look.

Check your follow-up to be sure it reflects your enthusiasm for the job and not anxiety about getting a job.

("The Source," Iowa State Occupational Information Coordinating Committee, 1982-83.)

A SAMPLE DISABILITY STATEMENT

YOUR NAME

I am totally blind and travel independently to and from work, with the use of my guide dog, buses, taxi cabs and all other forms of public transportation. After my initial orientation, I am able to travel independently in my work environment. I do records and correspondence in typewritten form, as well as braille.

LIVING SKILLS HINT

Did you ever feel as big (or little) as a braille dot? I did when I realized that Gale Hedgecock's hint did not make the first quarter's edition of **AWARENESS** and that this one is less than timely. Anyway, it's a good one for folks in cold climates and it can be stored (in memory) until next winter. Gale writes that her blind son, Craig, took up cross-country skiing when they moved up "nawth" this year. His biggest problem was not standing up or maneuvering, but keeping his skiis straight, so his dad notched the left ski on the left side and the right ski on the right.

Do you have a resource that is super for use with blind children? If so, send it to Gale Hedgecock, Hints Editor, 2985 State Road, Box 426, Rd-2, Rt. 49, Blossvale, NY 13308.

WHICH ARE YOU?

Are you an active member, the kind who would be missed
Or are you just contented that your name is on the list?
Do you attend the meetings and mingle with the flock,
Or do you stay at home and criticize and knock?
Do you take an active part to help our work along,
Or are you satisfied to be the kind that "just belongs?"
Do you push the cause along and make things sort of click,
Or leave the work to just a few and talk about the clique?
There's quite a program scheduled that we're sure you know about,
And we'll appreciate it much if you'll come and help us out.
So attend the meetings often and help with hand and heart,
Don't be just a "slider"—take an active part!
Get new members, follow up and see them through,
Don't say, when things go wrong, "Well, I told you so."
Think this over, brother, you know right from wrong,
Are you an active member, or do you just belong?

—Anonymous

(Courtesy of The Hadley School for the Blind)

GRADUATE ASSISTANTSHIPS OFFERED

The Mississippi State University Rehabilitation, Research and Training Center on Blindness and Low Vision announces the availability of graduate assistantships to students interested in rehabilitation research and training. The Center is funded by the National Institute on Disability and Rehabilitation Research to conduct research and training projects on the enhancement of the career development and employability of blind and visually impaired persons.

Assistantships are to be awarded by the Center to graduate students majoring in rehabilitation counseling, counselor education, psychology, sociology, educational psychology, computer science, special education, vocational education, educational leadership, curriculum and instruction, vocational evaluation or vocational specialist in visual impairments. Assistantships will be available for Fall, 1987 and Spring, 1988. Contact Center Director, P.O. Drawer 6189, Mississippi State, MS 39762, 601-325-2001.

CATALOGS: ADD THESE TO YOUR LIST!

BIT (Boston Information and Technology Corporation), "Products That Talk," including the BIT Talkman II, a pocket-sized version of the AM/FM stereo cassette recording specially adapted for playing the 4-track, slow speed Library of Congress format tapes and many other talking products. Write to BIT Corporation, P.O. Box 70, MIT Branch, Cambridge, MA 02139.

Communication Aids for Children and Adults, a catalog of various devices, including some adapted toys and educational aids (geared for different disabilities), is available from Crestwood Company, P.O. Box 04606, Milwaukee, WI 54204-0606.

EMERGENCY CALL SYSTEM DEVELOPED

AT&T has developed an emergency device useful for blind and physically handicapped persons. With the touch of a button the hand-held transmitter activates a device which can easily be attached to any phone. It will automatically dial programmed numbers, report the emergency and give the person's address and phone number. Call AT&T at this toll-free number: 1-800-233-1222.

COMMENT PERIOD DELAYED

In the First Quarter, 1987 edition of **AWARENESS,** the new Early Childhood Amendments (P.L. 99-457) were featured. NAPVI is willing to serve as a collection point for comments on these new measures. All comments received will be sent in by NAPVI to the Office of Special Education Programs, with a summary cover sheet on NAPVI's letterhead. When the regulations for this law are published in the Federal Register, the public has 90 days to comment on aspects of the law. To date, the regulations have not been published but are due out soon. Following is a letter we received from a NAPVI member.

Mary Lou Wilkinsoin, Editor, **AWARENESS**

Dear Ms. Wilkinson:

I want to say how much I enjoy **AWARENESS!** I find your magazine informative, full of encouragement and support and timely.

Please find enclosed a letter I have written as your group encouraged, regarding Public Law 99-457. I have followed this with great interest since last October, when it was signed by Pres. Reagan. I certainly feel I have ample experience to reply fairly on states' regulations. I know several children who have been passed over due to "interpretation" construed too loosely or lack of clear-cut definition. Good programs are hard enough to come by, without leaving decision making on programming to the state's officials!

Houston Independent School District suffered thousands of dollars worth of cuts in their special education budget for the next school year. They announced the great deficit was due to lack of federal and state grants. I know my son's early childhood program will be affected before they start removing funding from special education programs for school-age children.

We are fortunate to have a program like the one we have for Sammy! He goes to school a full day and his class is taught by a certified teacher of the visually impaired. There is an experienced and loving teacher's aide also working with the children. My son is seen three times a week by a licensed speech pathologist (he has a secondary speech handicap). The class goes on one field trip a week and daily plays and eats with the "normal" preschool classes at the facility.

You can see my anxiety now, in wanting to protect my son's right to continue in such a program. Thanks for the article; I hope more parents respond. The copy I'm sending you is for your records. The original will be sent by certified mail directly to Washington.

Again, our family really appreciates **AWARENESS.** I know a great deal of hard work must go into every page. But your efforts are well worth it! It's nice to know I'm not the only parent in this country who struggles with issues that affect my most prized possession—my child!

Sincerely,
Pamela Cardoso
5606 Bissonnet, #133
Houston, TX 77081
713-660-9779

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For Information, the name of your **local** VTEK representative, and/or a **free** demonstration call us TOLL-FREE at: **1-800-345-2256** in the Continental U.S. and Hawaii; in California at **1-800-521-5605;** or in Canada and Alaska call **213-452-5966.**

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The National Association for Parents of the Visually Impaired

- **SUPPORT**
- **INFORMATION**
- **SERVICE**

NAPVI MEMBERSHIP APPLICATION

Dear NAPVI President:

Please send my membership for the 198_____ year. (Expires December 31)

Check One:

☐ Parents and Families—$5.00
Birthdate(s) of my visually impaired child(ren):

_____

My child's eye condition is:

_____

☐ Community Groups & Agencies: $15.00
☐ Associate: $3.00 ☐ Sponsoring: $200-$1,000
☐ Supporting: $50-$200 ☐ Patron: Over $1,000

NAME _____
ADDRESS _____
CITY _____ STATE _____ ZIP _____
TELEPHONE (_____)_____
Enclosed is my check in U.S. funds in the amount of $ _____.

NAPVI • P.O. Box 180806 • Austin, TX 78718

PUBLICATIONS SPOTLIGHT

Your Child's Information Journal, 1985, 3-hole punched, shrink-wrapped, 54 pages, $5.

No filing system works until *you* make it your own! The **JOURNAL** is NAPVI's suggestion to parents as a means of collecting all of the many bits of information that are necessary in fulfilling the parental responsibility to be **the** case manager in the child's life. Put this simple **JOURNAL** to work for you!

WE ALSO OFFER:

_____ **Take Charge!** ($5.50)

_____ **How To Pack 'Em In: A Guide for Parent Workshops** ($3.00)

_____ **A Guide to Library Resources for Teachers of the Visually Impaired** ($9.50)

_____ **Parents to the Rescue** ($2.00)

_____ **Pre-School Learning Activities** ($7.00)

Include $1.00 for postage and handling. Enclosed is my check/money order (in U.S. dollars) for _____.

Name _____

Mailing Address _____

_____

City, State, Zip _____

FRIENDS OF NAPVI: A UNIQUE OPPORTUNITY TO HELP

NAPVI has been able to expand its services to the families of visually impaired children because of the generosity and caring of many—grandparents, teachers, family doctors, close friends, even other parents; each of whom knows that, when you help a parent to feel encouraged, you add to the well-being of the child. NAPVI strives to offer support, information and service to parents of visually impaired and blind children.

FRIENDS OF NAPVI MEMBERSHIPS are available to everyone. These memberships assist NAPVI in providing needed service, information and support to parents of children and youth who have visual impairments. The categories are:

SUPPORTING .....$ 50- 200
SPONSORING $200-1000
PATRON .....over $1000

Many have simply added a little extra on to their regular membership dues. Every extra penny is appreciated. Such contributing members receive recognition for their tax deductible contribution to NAPVI, a nonprofit organization.

We will be publishing our **FRIENDS OF NAPVI** listing in the Third Quarter, 1987 newsletter.

You may also help NAPVI by donating your time and talents, spreading word of our organization to persons who are concerned with the needs of our children and youth who have visual impairments and by letting us know what your needs are.

Enclosed is my tax-deductible gift in the amount of _____. Please add my name to your **FRIENDS OF NAPVI** listing in the Third Quarter, 1987 newsletter.

Name _____

Address _____

City, State, Zip _____

CONFERENCE TAPES NOW AVAILABLE

The following tapes of sessions during the recent NAPVI conference are now available at a price of $6 each from the NAPVI office. These include:

101 _____ "Equipment and Toys"
102 _____ "Social Services"
103 _____ "Technology"
104 _____ "Agencies That Serve the Blind"
105 _____ "Educational Services"
106 _____ "Making the System Work"
107 _____ "Family Dynamics"
108 _____ "Words of Wisdom from Parents of Older Blind Children"
109 _____ "Time and Stress Management"

Use this form when ordering:

Name _____

Street _____

City, State, Zip _____

Phone _____

Amount Enclosed _____

NAPVI also has a number of the small "eye" logo pins in gold and silver on hand. These make excellent gifts for teachers, grandparents and "friends" of local parent groups. The pins are $4 each.

Name _____

Street _____

City, State, Zip _____

Amount Enclosed _____

Color Pin Desired _____ Number Desired _____

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THE BOTTOM LINE...of your **AWARENESS** address label gives the last year we received a membership payment from you. Board policy is to serve current members and then others only as time and money permit. The NAPVI membership year runs from January 1 to December 31, with those paying after September 1 becoming 1988 members. Keep your membership current and your **AWARENESS** coming—check the bottom line!

"Why Belong To a Parent Group?"

By Michelle Lilly, age 15
(Winner, Children's Division; Student, Arkansas School for the Blind) 3700 Dunkeld Dr., N. Little Rock, AR 72116

What is a parent group and what does it do? A parent group is a group of parents that help each other. There are many kinds of parent groups, but the one I would like to write about is parent groups for the blind.

Benefits my parents and I have gained from parent groups: When I was about 15 months old, my parents joined their first parent group in California. Both they and I gained benefits from it.

Through that parent group, my parents learned different ways to help teach me to walk, to feed myself and many other important things that helped me not to become a helpless blind child.

My parents got many ideas from other parents. For example, I had never crawled before, so one of the ideas was to put me in a play pen and surround me with noise-making toys. If one fell, I could learn to reach for it very easily and possibly learn to crawl a little.

We have even now gained benefits through our parent group, the Arkansas Association for Visually Impaired Children and Youth. Through the group, we have been able to get in touch with the Division of Services for the Blind, which is an organization that goes to the homes of blind children and adults and helps them with living skills, mobility and many other thigns. We find a whole lot of other information that helps me to do things that I never would have thought of before. Just recently my mother went to a computer demonstration and got a lot of addresses dealing with computer aids and services for the blind. She also got to see some of the advanced technology for the visually impaired.

My mother is now actively involved in a parent group. She said she feels good when she can help other parents.

We have also been able to help parents of younger children see that their children can lead a productive life. Just recently I performed two songs for some preschool parents, one on the piano and one on the guitar. I was really surprised when I heard that some of them couldn't believe that I was still in high school and had already learned to play two instruments. I feel that parent groups are important to visually impaired children and to the parents because they will help the children become the best that they can be.

WHAT A BARGAIN!

The NAPVI Board of Directors recently was forced to increase NAPVI dues, beginning with the fiscal 1988 year. However, until September 1 you may pay the current dues for next year ($5 for parent/family; $3 for associates and $15 for agencies). After September 1 the 1988 dues will be $10 for parent/family members; $15 for associates and $25 for agencies.

Take advantage of our sale prices and pay those 1988 dues now.

National Association for Parents of the Visually Impaired, Inc.

AWARENESS

1986 THIRD QUARTER Mary Lou Wilkinson, Editor

COST CUTTING YOUR WAY TO THE NAPVI CONVENTION

NAPVI's November 5-8 Conference is a first-ever opportunity to learn a tremendous amount about a very critical subject—parenting visually impaired children.

The NAPVI Board has reached out across the length of the U.S. to gather in the best speakers, individuals noted for their lifelong service to the betterment of the lives of the visually impaired.

Straining its resources to the maximum, NAPVI has planned and replanned a program of benefit to you. The opportunity is yours.

Even opportunities can cost money, so we've figured out some ways for you to save money, but still come to the convention.

ON REGISTRATION FEES

NAPVI Executive Director Lee Robinson said, "We know the registration fee may seem high to some; however, it includes four meals (a banquet, a luncheon and two additional box lunches). This is much more food than most organizations provide for their conference participants. We did this so that we could keep food costs low by negotiating ourselves."

Also included will be a free margarita party Thursday (billed as the Look 'E See Round-Up) and a special birthday party for NAPVI Wednesday evening.

Other registration benefits include a Conference Resource Book, which will be a keepsake for many years to come. In addition to the conference agenda, it will contain a listing of companies providing services to the visually impaired, a history of NAPVI and a special listing of "jewels," visually impaired children across America. (See page 12 for sign-up form.)

You can save 10 percent by pre-registering (before November 1). A single parent pre-registration for a NAPVI member is $90; it is $130 for a couple. Following November 1, registration will be $100 for a single parent and $150 for a couple.

You definitely will save money by becoming a member of NAPVI, as the non-member registration fee for a single parent is $125 and for a couple is $200. (A NAPVI membership form is included in this newsletter.)

A chart listing the breakdowns of the various groups follows.

	Conference Fees At The Door	
	Member	NonMember
Parent (single)	$100	$125
Parents (couple)	$150	$200
Other (single)	$150	$175
Other (couple)	$250	$300

	Conference Fees Paid in Advance	
	Member	NonMember
Parent (single)	$ 90	$115
Parent (couple)	$130	$180
Other (single)	$130	$155
Other (couple)	$230	$280

CONSIDER A ROOMIE

Another major way to save money during the convention is to share a room with someone, if you are not coming with a spouse. NAPVI's motel rate is $60 per night, single or double occupancy. Children may stay in a room free with parents (remember, NAPVI will not be able to provide child care during the Convention). If you'd like a roommate, please fill out the form below and we'll do our best to find you one.

Name _____ Phone _____

Address _____ Date of Arrival _____

Male _____ Female _____ Date of Departure _____

Smoking __ Non-Smoking __ Motel Reservations Already Made: Yes _____ No _____

TRAVEL PLANS

If you are planning to fly, now is the time to contact an airline. Delta is NAPVI's air carrier, offering a 40 percent discount on coach fares to those mentioning NAPVI's file number, E-0224. Deadline for that is September 20; it will be 35% thereafter. If you haven't done much flying, it may be wise for you to talk over your plans with a travel agent in your community (or contact Globe Travel, Dallas). Usually, her consultation time with you is free and she is much more aware of the best fares going. Also, keep in mind that you usually save money by staying over a Saturday night. The Program Committee has arranged a Saturday night tour of the Ft. Worth Stockyards and Billy Bob's and also two Sunday tours of nearby Dallas for those remaining.

When you arrive at DFW Airport, a special TBS van marked "NAPVI" will be available for your 15-minute ride to Arlington. Cost will be $7 one way. If you don't find the van on the concourse, call this number: 267-5150.

CARPOOLING

If you live close enough to Arlington to drive in, the current low price of gasoline should be a major plus in your favor. If you are driving in from another state and would like to carpool and share expenses, contact the NAPVI office at 1-800-225-0227-994610 (U.S.) and 1-800-222-1537-994610 (in Texas).

For those meals not covered in your registration fee, you'll find approximately 72 restaurants and fast food eateries within a mile and a half of the convention site.

If you can only attend one day of the conference, single-day registration is $50 per day. Banquet tickets must be purchased before November 1, so contact the NAPVI office.

Dress for the convention will be casual, so you won't need to worry about an extensive wardrobe. Temperatures in November in Texas are typically mild; however, you'll want to bring a sweater and an umbrella as nothing changes quicker than the weather in the Lone Star State.

THE AGENDA

TENTATIVE

THURSDAY, NOVEMBER 6, 1986
"OURSELVES"

(EXHIBITS OPEN—NOON TO 9 P.M.)

9:00-10:45 a.m. GENERAL SESSION

Welcome, Eileen Hudson, Conference Program Chairman
Welcome, Arlington City Official
Welcome, Elaine Moses, NAPVI President
"NAPVI: An Overview"—Dr. Susan Jay Spungin, American Foundation for the Blind

Keynote Address, "Ourselves, Our Children, Our Friends"
—Dr. Natalie Barraga, Professor Emeritus, University of Texas at Austin.

10:45 a.m.-Noon GET-ACQUAINTED SESSION

"Howdy, Neighbor!" *An opportunity to meet NAPVI Board Members, parents and others from your region.*

Noon-1:45 p.m. GENERAL SESSION (LUNCHEON)

Parents' Feelings About Blindness

Theme Presenter: Dr. Dean Tuttle (Colorado)
Respondents: Anna and Ed DelCastillo (California), Larry Young (Michigan) and Susan Nichols (Virginia)

2:00-3:15 p.m. CONCURRENT WORKSHOPS

#1 Making the System Work: P.L. 94-142
Presenters: Julie Farnam (Oregon) and Kate Aldrich (California)
Parent empowerment, advocacy, due process guarantees and the need to know the basics of intervention

#2 Coping: A Panel Presentation
Moderator: Dr. Lee W. Robinson (Texas)
Panelists: Linda Machado (Florida), Fay Corey (Pennsylvania), Dr. Marcia Collins-Moore (Oklahoma)

#3 Family Dynamics
Presenters: Dr. Jack Morse (New Hampshire) and Elaine Moses (Texas)
Based on a "typical" Thanksgiving dinner which brings a variety of family members together, some of whom have not worked out their own feelings about having a child with a visual impairment in the family

#4 Parents Helping Parents—A Cracker Barrel Session
Presenters: Patricia McCallum (Texas) and Susan Fraser-Perrotta (Rhode Island)

#5 Words of Wisdom from Parents of Older Children
Presenters: Gale Hedgecock (New York), Mary Lou Wilkinson (Arkansas) and Bill and Lois Filson (California)

#6 Time and Stress Management
Presenter: Dr. Mary Wehling (Rhode Island) and Gail Granados (Connecticut)

3:30-4:45 p.m. REPEAT SESSIONS 1-6

4:45-6:00 p.m. THE "LOOK 'E, SEE!" ROUND-UP
Margarita hour in the Exhibit Hall

7:00-10:00 p.m. ENVISIONING OUR CHILDREN
The latest and best educational media presentation about blindness

FRIDAY, NOVEMBER 7, 1986
"OUR CHILDREN"

(EXHIBITS OPEN 8 A.M. TO 5 P.M.)

8:30-9:45 a.m. GENERAL SESSON

Parents are the Best Teachers

Theme Presenter: Sherry Raynor (Massachusetts)
Respondents: Dr. Robert J. Winn (Illinois) and Diana Cuthbertson (Massachusetts)

10:15 a.m.-3:00 p.m. CONCURRENT WORKSHOPS (Includes Box Lunch)

#7 Zero or Point of Diagnosis to Age 5
Panel Members: Dr. Kay Ferrell (New York), Elaine Baldridge (Arizona) and Thomas Auletta (Florida)
Socialization, recreation, mobility, development of a healthy self-identity, utilization of low vision and daily living skills for young blind or visually impaired children

#8 Six to 12: The Elementary Years
Panel Members: Kathy Huebner (New York), Laura Vidal (New York) and Gail Granados (Connecticut)
Elements of a comprehensive curriculum, how to deal with blindisms, how to help the gifted child. (A panel of young persons with visual impairments will discuss their experiences to launch this workshop.)

#9 The Teen Years: Self-Concept
Presenters: Tom Miller (Massachusetts), Jacqueline Carroll (New York), Norma Lucas (Ohio) and Judy Scott (Texas)
Extracurricular activities, grooming, sex education, driving and other teenage concerns. (A panel of teenagers will also express their own views on these matters.)

#10 When There Are Additional Impairments
Presenter: Dr. Ed Hammer (Texas)
Respondents: Joan Johnson (Missouri) and Julie Urban (Massachusetts)
Care management, teaching curricula and programs, as well as communication strategies, recreation, socialization and activities of daily living for those with multiple disabilities.

3:00-4:30 p.m. GENERAL SESSION

Focus on Transition

Participants: Dr. Kay Ferrell, Jane Madelin, Tom Miller and Kathy Huebner.
Summary of preceding sessions

6:30-9:00 p.m. TEXAS TWO-STEP BANQUET AND AWARDS PRESENTATION

Winners of contests and drawings, special presentation of NAPVI annual awards
Special Guest and Entertainment

ATURDAY, NOVEMBER 8, 1986
OUR FRIENDS"

0-9:30 a.m. GENERAL SESSION

deral Initiatives for Visually Impaired Children
Special Guest Speaker: Federal Government Representative

45-11:15 a.m. CONCURRENT WORKSHOPS

1 Educational Services—A Panel Discussion
Moderator: Jack Hazekamp (California)
Presenters: Sherry McGee (Texas), Elaine Moses (Texas) and Margaret Freeman (Texas)
Obtaining educational services for our children and coordinating and collaborating with professionals to develop the best possible individualized education plan

2 Organizations that Serve the Blind
Moderator: Jacqueline Carroll
Participants: Representatives from The American Printing House for the Blind, the Hadley School for the Blind, Social Security, Library for the Blind and Physically Handicapped, Rehabilitiation Services

3 Technology
Presenters: Dr. Karen Luxton (New York), Sue Melrose (Illinois), Marty Kennedy (Massachusetts), Laura Vidal (New York) and John DeWitt (New York)
Putting technology in perspective; new breakthroughs important for learning

1 Recreation—A Panel Discussion
Moderator: Jeanie Flack (California)
Participants: Diane Lemke (Minnesota), Roseanne Copeland (Texas) and Dr. Mike Bina (Texas)
Opportunities for visually impaired children to participate in community recreational activies, beeper-ball teams and other family activities

15 Medical Services
Presenter: Dr. Everett Moody, Ophthalmologist (Texas)
Effective parent/professional collaborations; what parents can expect from the pediatrician and ophthalmologist; when to ask for a second opinion; what physicians expect from parents

16 Organizing a Local Parent Group
Presenters: Linda Katskee (Nebraska), Dr. Lee Robinson (Texas) and Jonathan McIntyre (Florida)
How-tos and when-tos!

12:45-1:30 p.m. CONCURRENT WORKSHOPS

17 Social Services
Presenters: Lila Cabbil (Michigan), Ann Ross (Massachusetts) and Judi Stotland (California)
Accessing social services, working together with professionals in social work; how professionals can empower parents, giving them more control

8 Low Vision
Presenters: Dr. Anne Corn (Texas) and Audrey Smith (Pennsylvania)
Low vision training in the classroom; the development of vision

#19 Residential Schools
Presenters: Dr. Richard Umsted (Illinois), William English (Wisconsin) and Eileen Hudson
Role of the residential school and the need for a continuum of services

#20 Equipment and Toys
Presenters: Sherry Moore (Kentucky), Tom Auletta (Florida) and Mary Lou Wilkinson (Arkansas)
How to access materials from the American Printing House and how to make and/or adapt your own toys at home

#21 Teacher Preparation
Presenters: Mary Keefe (Massachusetts), Jan Lichtenstein (South Carolina) and Dr. Rose Marie Swallow (California)
The teacher shortage, recruiting efforts and how parents may help

#22 You and the Future: Legal Considerations
Presenter: Chris Mims, Ll.B. (Texas)
Guardianship and other legal questions confronting parents

1:45-3:00 GENERAL SESSION
Presenters: Dr. Lee Robinson, Dr. Kay Ferrell
Summing It All Up

CONVENTION DEADLINES APPROACHING!

AIRLINE RESERVATIONS WITH DELTA DISCOUNT—Call toll free 1-800-241-6760 and mention NAPVI's file number, E-0224, for 40% discount on bookings 45 days in advance (Sept. 20 deadline if you are planning to arrive Nov. 4) or 35% discount thereafter.

NAME YOUR CHILD IN THE COMMEMORATIVE PROGRAM BOOK—fill out the coupon on page 12 and return it with $10 per child. Your child's name will then be listed in the first National Parent Conference Resource Book, sure to become a collector's item. Deadline September 25, 1986.

PRE-REGISTRATION—Send in your registration AS SOON AS POSSIBLE to take advantage of early registration fees; i.e., single parent $90 instead of $100 and parent couple $130 instead of $150. Deadline for pre-registration: November 1, 1986.

WHY BELONG TO A PARENT GROUP?—A $100 savings bond will be awarded to the winner in each of three categories (parent, professional, child aged 18 or under) for an essay approximately 500 words in length (typed, brailled or handwritten). Extended deadline: postmarked no later than Oct. 20, 1986.

"This will be a tremendous opportunity for parents to meet other parents of visually impaired children, as well as teachers and other professionals interested in the well-being of visually impaired children."

—Elaine Moses, President of NAPVI

GERALDINE LAWHORN TO BE BANQUET SPEAKER

NAPVI's Friday evening banquet speaker will be Geraldine Lawhorn, an instructor and chairperson of the Deaf-Blind Department at Hadley School for the Blind, Winnetka, IL. Handicapped since her teenage years, Ms. Lawhorn earned a bachelor's Degree in Rehabilitation of Deaf-Blind Adults from Northeastern Illinois University in Chicago. She also attended the deaf-blind division, rehabilitation, of the Industrial Home for the Blind in New York.

She is a member of the Illinois Advisory Board for Services for Deaf-Blind Adults, DuSable Museum of African-American History and Homemakers, a national club of deaf-blind homemakers.

She has been the recipient of the Richard Kinney Challenge of Living Award and in 1966 she was given the Ann Sullivan Memorial Award in Washington National Cathedral. Recently, Ms. Lawhorn charmed her audience as the keynote speaker for the A.E.R.B.V.I. 1986 International Conference.

Ms. Lawhorn, a seasoned traveler, communicates by the method of finger spelling and loves to visit with others.

NAPVI's Outstanding Contribution Award for 1986 will be presented at the banquet. Previous recipients include Jo Taylor, Berthold Lowenfeld, Pauline M. Moor and Kathryn Maxfield. Numerous other awards will be presented also.

Titled "The Texas Two-Step Banquet and Awards Presentation," the banquet will feature a Texas motif and barbeque will be on the menu.

ESTIMATED NEEDS

Following is a list of anticipated expenses for the First National Parent Conference of the National Association for Parents of the Visually Impaired (NAPVI), to be held November 5-8, 1986 in Arlington, Texas, mid-point between Dallas and Ft. Worth.

Plane Fare to TX from _____	_____
Taxi Fare from D/FW-Arlington-D/FW ($12 round trip via TBS)	_____
Room (Double/single Occupancy) 3 nights at $60	_____
Registration (Parent, $100; Professional $150) (Fee includes four meals)	_____
Additional Food Costs	_____
Other: (Specify gas costs, if driving)	_____

Name _____

Street Address _____

City, State, Zip _____

WHICH WAY TO THE BEACH?

Ask any NAPVI member the way to the beach, and they'll tell you it's by signing up to win one of two week-long stays at a condominium in Myrtle Beach, South Carolina. So far, the most enthusiastic participants have been those Eastern seaboarders who already know where Heaven is (especially in December!) The dates of the condo stays are in December, 1987.

The use of the condo was donated by NAPVI Lifetime Members Henry and Gale Hedgecock of New York.

The NAPVI office still has plenty of tickets if you would care to sell or buy more. The proceeds will be used for "scholarships" and other Board-designated purposes. The contest is void where prohibited by law. Two winners will be drawn at the NAPVI Parent Conference in November. The two individuals who win will be notified by registered letter or telephone. You may enter as many times as you like and the drawing is not limited to NAPVI members. Winners will be announced in the 4th Quarter, 1986 newsletter.

FUNDING PROPOSALS SHOULD BE SUBMITTED NOW

September is the month when community service organizations such as the Kiwanis and Lions gear up after the summer; it is also a good month to go to them with a short written proposal requesting funds to attend the NAPVI Conference. (The yellow pull-out section of the 2nd Quarter, 1986 AWARENESS contained fund raising information; please contact the NAPVI/National office if you failed to receive a copy.)

These groups will need to know the details of your trip: how much it will cost, why you feel you will benefit from the Convention, how your participation will be of benefit not only to you but to the community as a whole.

If you need moral support in your funding efforts, please call NAPVI on the toll-free number for additional suggestions.

Parent groups around the country are working to send at least one or two representatives to the conference.

TRADE SHOW PROMISES VARIED FARE

Booths are going quickly for the Trade Show, which will run concurrently with the first National Parent Conference, according to Tom Auletta, Board Member in charge of the Trade Show. Exhibitors who have signed up so far include computer company representatives, many agencies serving the blind and companies with products of benefit to the visually impaired. Exhibits are over half sold for the event, which runs from Wednesday evening to Friday evening.

Highlight of the Trade Show will be a "Look 'E See Roundup" margarita party in the Exhibit Hall Thursday, November 8, from 4:30 to 6 p.m. The Roundup will give Conference participants a chance to meet company representatives and to see the latest and best in technology for the blind.

The Exhibit Hall is in the same area as the Conference sessions. All are housed in the spacious Arlington Convention Center, a state-of-the-art facility which was built just one year ago.

The exhibits will be open from 6 to 9 p.m. on Wednesday, noon to 8 p.m. on Thursday and 8 a.m. to 5 p.m. on Friday.

To obtain an exhibitor's packet, write or telephone the NAPVI office, 713 W. St. Johns, P.O. Box 180806, (78718) 1-800-225-0227-994610 (U.S.) and 1-800-227-1537-994610 (Texas).

BACK TO SCHOOL: A TOUGH PARENTAL TASK!

With school just around the corner (or perhaps already in session by the time you receive your newsletter), just what do P.L. 94-142 and Section 504 mean to you? The following articles from Dr. Dan Head, associate professor of special education at the University of Arkansas in Little Rock, were presented to parents at a workshop and help to clarify what the laws say!

WHAT THE LAWS SAY

PUBLIC LAW 94-142

A comprehensive law setting forth the fundamental rights necessary to ensure that all handicapped children receive the free, appropriate public education (in the least restrictive and most normal environment possible) to which they are entitled.

SECTION 504

Requires local school districts receiving federal funds of any kind to provide an appropriate education to all handicapped children within their jurisdiction; and presently nearly every school district in the country receives some kind of federal funds.

SUMMARY OF PARENT'S RIGHTS AND RESPONSIBILITIES

Public Law 94-142 is a federal law which provides for a free and appropriate public education to all handicapped children. This law requires the school to provide parents with every opportunity to become involved in their child's educational program and to document that involvement. These rights place responsibility on parents to become actively involved in the education of their child.

To ensure that this involvement occurs, several rights to which parents are entitled were included in Public Law 94-142, the Education for All Handicapped Children Act. These rights are referred to as "procedural safeguards." Following is a summary of specific areas addressed in these "procedural safeguards."

1. *Notice*—Parents must receive written notice before their child is evaluated or placed in any specialized educational program. Written notice is also required before any change in program.
2. *Consent*—Parental consent must be obtained *before* conducting a pre-placement evaluation and before initial placement of a handicapped child in a program providing special education and related services.
3. *Evaluation*—Parents have a right to a full evaluation of their child's individual education needs. Parents may obtain evaluations independent of the school.
4. *Records*—Parents have a right to know what records are kept on their child and the right to see them.
5. *Confidentiality of Information*—With the exception of certain individuals (school officials, for example, and teachers with legitimate educational interests), no one may see a child's records unless parents give their written permission.
6. *Least Restrictive Environment*—Parents have a right to have their child educated with non-handicapped children to the maximum extent appropriate.
7. *Hearings*—If at any point during identification, evaluation, or placement, parents do not agree with the educational decisions made concerning their child, they have the right to request a hearing. The right to appeal the findings and decisions of the hearing is also assured.

IEP—HELPFUL DEFINITIONS

INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)—written document which outlines the instructional goals and services which make up a child's educational program for a specific period of time, usually one year. The IEP contains the following parts:

PRESENT LEVEL OF PERFORMANCE—what a child can do at the present time.
Example: Present Level—Can count to 10 by memory.

ANNUAL GOAL—a statement describing a skill or task that a child should be able to do at the end of a year.
Example: Present Level: Can count to 10 by memory.
Annual Goal: Will be able to count to 100 by memory.

SHORT TERM OBJECTIVE—a statement which breaks the annual goal into workable parts.
Example: Present Level: Can count to 10 by memory.
Annual Goal: Will be able to count to 100 by memory.
Short Term Objective: Will be able to count to 35 by Christmas.

RELATED SERVICES—services needed to help a handicapped child benefit from special education.
Examples:
- speech pathology
- physical therapy
- recreation
- early identification and assessment of disabilities
- transportation
- counseling services
- parent counseling and training
- medical services for diagnostic or evaluation purposes
- health services
- social work services
- adapted physical education

THE EXTENT TO WHICH THE CHILD WILL PARTICIPATE IN A REGULAR EDUCATION PROGRAM—time spent in the regular classroom.
Example: Johnny will spend one hour a day in a 3rd grade physical education class.

STARTING DATES AND DURATION OF SERVICES—dates on which the child's program and/or services are scheduled to begin and end.
Example: Beginning September 16, 1986, Johnny will receive speech therapy. This service will continue until May 31, 1987.

EVALUATION CRITERIA, SCHEDULES, AND PROCEDURES—ways to determine if a child has achieved the objectives and goals listed in the IEP.
Example: Johnny will score 90% correct on teacher-made weekly arithmetic tests.

"Parents must regard themselves as the long-lasting resource and the only consistent persons who continually have the child's interest at heart throughout their lifetime. This organization, NAPVI, now is a means to help them fulfill that function."

TRUE YESTERDAY, TODAY AND TOMORROW

First quoted by Lee Robinson, first president of NAPVI and currently executive director, at the Ad Hoc Committee meeting in St. Louis in 1977 and headlined the 1st edition of AWARENESS in Spring 1980.

THE IEP DEVELOPMENT MEETING—A FACT SHEET FOR PARENTS

INSTRUCTIONS: Please read the following information before the IEP development meeting.

PURPOSE OF MEETING

The IEP development Meeting should be held at a time and place that is convenient for *you*. The purpose of this meeting is to write an Individualized Education Program (IEP) for your child.

The IEP is a written plan which states the instructional goals and special education services your child needs for the coming year. An IEP must contain the following items:

1. your child's present level of educational performance
2. annual goals and short term objectives
3. special education and related services needed by your child
4. how much time your child will be in a regular classroom
5. starting dates and length of service
6. evaluation criteria, schedules, and procedures

WHO SHOULD ATTEND?

You, the parent, should attend the IEP development meeting, along with a representative from the school district and your child's teacher. Your child may also attend; and you, as well as the school, may wish to invite other individuals to the meeting. You have the right to be introduced to every person at the meeting and to question someone's attendance.

BEFORE THE MEETING:

Before coming to the IEP development meeting you will want to:

1. Make sure that you review and understand the information you have received on your rights as the parent of a child with special education needs.
2. Take a good look at your child's strengths and weaknesses so that you can share them with the other people at the meeting.
3. Make a short list of skills you want to see your child learn during the next year; also list those special education services you feel are needed by him/her.

AT THE MEETING:

As a parent your advice is very valuable in the development of the IEP. DO NOT HESITATE TO:

1. Speak up concerning what you feel should be in your child's IEP.
2. Ask questions about any part(s) of the IEP that is (are) not clear to you.
3. Understand your child's educational placement. Will your child receive the special education services he needs in the most "normal" school setting possible?
4. Make sure that all those points you consider important are included in the IEP. If not, ask questions about things you feel are missing.
5. Ask for a copy of your child's completed IEP if you would like one. This will allow you to keep up with and help in implementing your child's educational program.

AFTER THE MEETING:

1. If the IEP for your child is SATISFACTORY, decide how you can help to see that the instructional goals are reached. *Remember that communication between you and your child's teacher throughout the year is important to your child's success.*
2. If the IEP for your child is UNSATISFACTORY and you were unable to agree upon a plan before leaving the meeting, you must insist upon another meeting. *You do not have to sign the IEP at this meeting if you do not agree.* You may wish to call for a DUE PROCESS HEARING. This will give you a chance to meet with and tell your complaints to an impartial person who will work with you and the school to bring about a solution. A due process hearing should be asked for in writing, but only after you have tried to work out your differences with school personnel.

IEP REVIEW MEETING: PARENTS' CHECKLIST

INSTRUCTIONS: To prepare for an IEP Review Meeting, please answer the following eight questions BEFORE you go to the meeting.

SINCE THE LAST IEP MEETING:	**Yes**	**No**
1. My child has changed so much that he needs to be tested again.	—	—
(If you answered "Yes" to Question #1, you should indicate your desire, at the beginnning of the IEP Review Meeting, to have your child re-tested.)		
2. I have met and talked with my child's teacher(s) to discuss his individualized education program (IEP).	—	—
3. I am generally pleased with the educational program my child has been receiving.	—	—
4. The school has kept me well informed about my child's progress.	—	—
5. I am generally pleased with my child's progress.	—	—

Think about these questions:

(a) In which areas has my child progressed the most?

(b) In which areas has my child progressed the least?

6. At this time, I think parts of my child's IEP should be changed [Place a check ( ) in front of those parts you think should be changed].

_____ Level of Performance
_____ Annual Goals
_____ Short-Term Objectives
_____ Related Services
_____ Duration of Services
_____ Educational Placement
_____ Extent of Participation in Regular Education Program
_____ Evaluation Procedures

7. In the future, I would like to talk with the school about my child's educational program more often.	—	—
8. I would like to be more involved in helping to implement my child's IEP.	—	—

(If you answered "Yes" to #7 or #8, you should express your feelings on these matters toward the end of the review meeting, after the IEP has been reviewed and revised.)

CONTACTING LEGISLATORS

(Excerpts from a letter from the Texas Commission for the Blind to VH interagency members—we thought these suggestions would apply to parents and parent groups as well. -Ed.)

When contacting a legislator concerning an issue:

1. Write an individual letter, *not* a signed form letter.
2. Make a phone call. Be informed about the issue when you call.
3. Contact at the appropriate time.

You might also want to educate your legislator by inviting him/her to see a program. Work with other organizations regarding your shared concerns and call the office of your representative or senator to follow up on what is being done about your concern or a bill.

REACH OUT AND TEACH WORKSHOP SET IN WEST VIRGINIA

This workshop, slated Sept. 22-23, is designed for those parents with visually impaired children between the ages of birth and four years. REACH OUT AND TEACH materials are based on a survey of parents, blind adults, teachers and teacher trainers which established priorities for what parents needed and wanted to know about their young visually handicapped child. Kay Alicyn Ferrell, Ph.D., author of REACH OUT AND TEACH, is tentatively scheduled to present the workshop. The workshop will be provided at no charge to participating parents, with the exception of transportation to and from the West Virginia School for the Blind.

For more information concerning the above program, contact: James R. Durst, coordinator of technical assistance and outreach services, West Virginia School for the Blind, 301 E. Main St., Romney, WV 26757 (304/822-3521, ext. 262.)

ADOPTIVE SPECIAL NEEDS CHILDREN GAIN MEDICAID PROVISION CHANGES

P.L. 99-272, also known as COBRA (Consolidated Omnibus Budget Reconciliation Act) was signed into legislation in April, 1986. The law contains a number of key Medicaid reforms that will improve programs for pregnant women, infants and **adoptive children with special health care needs.** It includes two provisions regarding Medicaid eligibility for children with special needs who have been, or will be, adopted under either the Federal Title IV-E Assistance Program or under a 100 percent state funded adoption assistance program and for children in the Title IV-E Foster Care Program.

1. A child involved in Title IV-E adoption or foster care placement will be eligible for a Medicaid card in the state in which the child **actually lives** even if it is not the state which entered into the adoption assistance agreement or which makes the Title IV-E foster care payments.
2. COBRA amends the Medicaid statute to clarify the existence of an optional coverage group consisting of children with special medical needs residing in the 100 percent **state subsidized** adoptive placements, in which no federal Title IV-E assistance is involved.

COBRA amends federal law to expressly provide that states may, now at their option, furnish Medicaid to state-subsidized adoptive children, regardless of the adoptive family's income and resources, so long as: an adoption assistance agreement is in effect; the state agency responsible for the adoption has determined that it would be difficult to place the child without Medicaid because of "special needs for medical or rehabilitative care;" and the child was eligible for Medicaid prior to the entry of the adoption assistance agreement or would have been eligible if the standards and methodologies of the Title IV-E foster care program, rather than the Title IV-A AFDC program, had been used.

The Medicaid residency improvements for IV-E children apply to Medicaid furnished on or after the first calendar quarter that begins after July 7, 1986.

(Ed. Note: This item is condensed from a memorandum to Child Health Advocates by the Children's Defense Fund and was subject to editorial interpretation. For more specific details and/or clarification, contact your Social Security Administration office and/or the Human Services office.)

PRESIDENT SIGNS ATTORNEY'S FEE MATTER INTO LAW

Pres. Reagan has now signed into law three bills of special interest to parents of visually impaired children, according to Sen. Lowell Weicker (R-CT), chairman of the the Subcommittee on the Handicapped.

S. 415, the Handicapped Children's Protection Act, signed Aug. 6 as P. L. 99-372, reverses the Supreme Court's *Smith v. Robinson* decision of July 5, 1984 and authorizes Courts to award attorney's fees to parents who, after exhausting administrative procedures, prevail in P. L. 94-142 civil court action to protect their child's right to a free appropriate public education.

S. 974, the Protection and Advocacy for Mentally Ill Individuals Act of 1986, signed May 23, 1986 as P. L. 99-319, provides for the establishment of a protection and advocacy system for the mentally ill in each state. These agencies will afford mentally ill persons access to a system which will assist them in securing the rights guaranteed under federal and state statutes and the United States Constitution and reaffirms the federal commitment to eliminate abuse and neglect of mentally ill citizens in residential facilities.

S. 1874, The Education of the Deaf Act, signed Aug. 4, 1986 as P. L. 99-371, allows a five-year reauthorization cycle for both Gallaudet College and the National Technical Institute for the Deaf (NTID) and changes the name of Gallaudet College to Gallaudet University. Key to this law is the establishmnet of a Commission on Education of the Deaf to make a study of the status of deaf education throughout the U.S. and formulate recommendations for future policy development.

EARLY CHILDHOOD INITIATIVE ADDED TO MANDATE

A bill which could create universal access to services for handicapped children beginning at birth, the Education of the Handicapped Amendments (S. 2294), was referred to the House Subcommittee on Select Education on June 30, 1986 after its unanimous passage by the full Senate on June 6. The bill reauthorizes for three years the discretionary programs under P. L. 94-142 and contains a major new early childhood initiative.

This initiative establishes a new state grant program to serve handicapped children beginning at birth and further requires that services for 3-5 year olds be mandated under P. L. 94-142. Sen. Lowell Weicker, Jr., chairman of the Subcommittee on the Handicapped, said the new early childhood initiative would "bring federal law up to date with the state-of-the-art in the field of special education." "Handicapped children who receive early intervention have an opportunity to maximize their potential for growth in ways undreamed of, even a short time ago.," he said.

Additional provisions in S. 2294 extend the discretionary programs currently authorized under parts C-F of the EHA with authorization increases for fiscal years 1987-1990. The House Subcommittee on Select Education has held hearings regarding S. 2294, but has not introduced a re-authorization bill. The current authorization expires September 30, 1986.

FAIR INSURANCE COVERAGE ACT PROPOSED

U.S. Rep. Jim Slattery (D-KS) recently co-sponsored a bill in the House of Representatives which has been dubbed the Fair Insurance Coverage Act. Intended to eliminate discrimination against the blind by insurance companies, H.R. 2741 would require that insurance rates and coverage for blind people be the same as for sighted people.

Currently and in the past, blind people have been denied coverage or required to pay extra premiums solely on the grounds that they are blind. According to Rep. Slattery, "Sound actuarial statistics do not exist to demonstrate that blindness results in increased risk for insurance carriers. Yet underwriting rules followed by many companies require extra premiums, place limits on coverage to be provided under certain conditions or deny coverages in some instances altogether."

The proposed legislation would establish a federal policy that "...no insurer shall refuse to make insurance available to any applicant, because of blindness or degree of blindness; or treat any blind applicant or insured differently than any other applicant or insured with respect to the terms, conditions, rates, benefits or requirements of any insurance policy or contract."

(from *Hearsay Newsletter,* published quarterly by the Association of Radio Reading Services, Inc. (AARS), Spring, 1986 ed. Let's rally on this one! Contact your congresspersons in support of this bill (H.R. 2741). Rep. Slattery is hoping for approval of the bill "within the next few months." We hope he's right. We'll keep you posted.—Ed.)

NAPVI RESOLUTION ON INSURANCE

(Adopted November, 1982 by the Board of Directors)

WHEREAS parents of visually impaired children—and particularly visually impaired children with additional impairments—have great difficulty locating an insurance company willing to provide medical coverage and life insurance; and
WHEREAS, when a child is insured, medical needs often exceed the limits of coverage;
THEREFORE BE IT RESOLVED, that the Board of Directors of the National Association for Parents of the Visually Impaired, Incorporated, at its annual meeting in St. Louis, Missouri, in November, 1982, urges the insurance industry and state insurance regulatory agencies to become sensitive to meeting the needs of visually and multiply impaired children and their families and to seek creative and acceptable solutions to this pressing social need.

PREPARING FOR WORK: A HEALTH CAREER EDUCATION?

(Ed.'s Note: Information in this article was extracted from a pamphlet and letter from St. Mary's Junior College. We ALWAYS appreciate any information about career opportunities for our kids.)

St. Mary's Junior College, Minneapolis, MN, is a private coeducational institution, one of two junior colleges in the country devoted to health career education. Since 1977, they have been the Rehabilitation Services Administration national pilot site for training visually impaired allied health technicians.

Programs which have been adapted for visually impaired students are: chemical dependency family treatment, counselor training, medical record technician, medical transcription specialist, occupational therapist assistant, physical therapist assistant and special education assistant.

Adaptive equipment available for classroom and clinical usage by visually impaired students includes talking and digital thermometers and sphygomanometers, tactile anatomical models and diagrams, closed circuit magnifying TV, Apple computers with Echo speech, talking calculators, braillewriters, etc.

Support services include a free scholastic tutoring program, sensory aids lending library and job placement assistance.

At present, 16 blind or visually impaired students are enrolled and working toward a certificate or associate degree.

For more information about admission procedures, screening procedures, orientation and assessment, transfer credit and financial aid, contact St. Mary's Junior College, ATTN: Admissions Office, 2500 S. Sixth St., Minneapolis, MN 55454 or call 612/332-5521, ext. 305.

PARENT POWER

Dear NAPVI:

This is in response to your call for candidates for a "Parent Power" column.

Because of our son's visual impairment and his age, we have had to focus on "transitioning." To that end, I was fortunate to be the parent representative from Oregon to AFB's Transition Institute last January, and so have become a founding member of the "Oregon Transition Team...School to Work for Visually Impaired Students in Oregon."

In addition to that team, I was asked by the Oregon State Department of Education to serve on the coordinated working group of the project to the Oregon Transition Team which includes all handicapped students and is, therefore, on a larger scale.

This coming October, I will be the parent representative on a 4-person panel on Transitioning at the Oregon Special Education Teachers Workshop and have served in the same capacity on a panel on Least Restrictive Environment at last year's Oregon Special Education Teachers Workshop.

Parents are being asked to participate more and more in the policy making and decision making process of their children's lives. Parents are also becoming more aggressive about seeking out these opportunities to participate.

Thank you for the opportunity to crow a little bit. We all need to do it once in a while.

Sincerely,
Jim Leiper, Househusband from Salem, OR

IN CHICAGO...

Many parents of visually impaired children recently took part in the 1986 International Conference of the Association for Education and Rehabilitation of the Blind and Visually Impaired (A.E.R.B.V.I.) in Chicago. NAPVI President Elaine Moses, Vice-President Eileen Hudson and Office Manager Keitha Robinson were part of a panel, "IEPs: A View from the Other Side of the Table." Fay Eldar of Skokie, IL was also a presenter in "Aids to Daily Living for Visually Handicapped Infants and Children." Sherry Raynor, president of the International Institute, Birth-7, chaired Division 8 (preschool) sessions, NAPVI Executive Director Lee Robinson served as a panel member of a Division 8 session, "State of the Art in Infant and Preschool Services" and Patricia McCallum of Seagoville, TX was a presenter in a transition session entitled "Transition Trauma: A Parent's Perspective."

"Parent Perspective" was also the subject of a speech given by Mary Lou Wilkinson recently at the 10th national convention of the National Association for Vision Professionals (NAVP) in Little Rock, AR. Members expressed interest in learning about NAPVI and are planning to try to send a representative to our convention.

(Please let us hear from you about your activities. Send your items to PARENT POWER, C/O Mary Lou Wilkinson, 500 Laughrun Drive, Forrest City, AR 72335.)

SEVEN PRINCIPLES OF P.L. 94-142

Principle of Zero-Reject/Child Find. A school system can no longer exclude a handicapped student from a public education because of the specific nature or degree of his/her handicap, e.g., physical, emotional, mental. All individuals who have been excluded in the past and are within state compulsory school age limits must be located and provided with appropriate educational services. All states are required to implement child find procedures to locate unserved children and to inform parents or guardians of available programs.

Principle of Nondiscriminatory Testing. Students who are being considered for specialized services must be evaluated by a multidisciplinary team including at least one teacher or specialist with knowledge in the area of the specific disability, e.g., physical therapy, resource consulting. Tests or assessment instruments must be administered in the child's native language or other mode of communication, e.g., manual signs, communication boards. Furthermore, testing instruments must be vaildated for the specific purpose for which they are used and tailored to assess specific areas of educational need; not merely those which are designed to provide a single general intelligence quotient. In addition, no single test can be used as the sole criterion for determining placement into a special education program. Additional methods of evaluation particularly for severely handicapped individuals would include observations of the student in his/her natural environment, i.e. at home, in the classroom or playground, to better assess current skill levels.

Principle of Individual Education Programs (IEP). For each handicapped student, a written statement must be developed and implemented which includes a) a statement of the student's present level of educational performance, b) a statement of annual goals including short-term instructional objectives, c) a statement of specific education and related services to be provided to the student and the extent to which the student will be able to participate in regular educational programs, d) the projected dates for initiation of services and the anticipated duration of services, and e) appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether the short-term instructional objectives are being achieved.

Principle of Least Restrictive Environments. To the maximum extent appropriate, handicapped students, including children in public or private institutions or other care facilities, are to be educated with children who are not handicapped. Special classes, separate schooling, or other segregation of handicapped children from the regular educational environment can occur only when the nature or severity of the handicap is such that education in regular classes or facilities with the use of supplementary aides and services cannot be achieved satisfactorily. In addition, a continuum of alternative placements must be available to meet the needs of handicapped children for special education and related services, i.e. instruction in regular classes, resource consulting, special classes, special schools, home instruction.

Principle of Procedural Due Process. Parents of handicapped children must be given prior notice of a preplacement evaluation and for the initial placement of a student in a program providing special education and related services. The notice must include a full explanation of all procedural safeguards available to the parents, e.g., impartial due process hearings, description of action proposed or refused, the specific reason for the action, and a description of the evaluation procedures. The notice must be written in language understandable to the general public and provided in the native language of the parents. Written consent must be obtained from the parents before any action is taken to hold an evaluation or place the student in special education programs.

Principle of Parent Participation. Parents must receive written notice in their native language whenever an educational agency proposes to evaluate their child, identify him/her as handicapped or change the educational placement. Parents are able to participate in placement and programming meetings and to have an impartial due process hearing if they are not in agreement with the decisions resulting from the above procedures. They additionally have the right to inspect and review any educational records relating to their child.

To insure that these rights are upheld, the school district must: 1) obtain parental consent in writing prior to a formal evaluation, 2) ensure that the multidisciplinary staff conference is held at a time and place that allows parental participation, and 3) assist parents in taking whatever steps are necessary to utilize the hearing process if they are not in agreement with the decisions reached concerning their child's educational placement.

Principle of Appropriate Education. All handicapped students must be provided with appropriate services, personnel and facilities necessary to meet full educational opportunities. In regard to severely handicapped students this would include: appropriate student-teacher ratios, appropriate age ranges within classrooms, normal school day hours, interactions with nonhandicapped peers, adequate supportive staff, e.g. physical, occuaptional, and speech therapists, appropriate and adequate materials and equipment, functional curriculum content, data based instruction and transportation services.

OVERBROOK LAUNCHES OPERATION TALENT

A nationwide search is underway to bring the best and brightest blind and visually impaired high school students to Overbrook School for the Blind.

Dubbed "Operation Talent," the program offers a limited number of full and partial scholarships to visually handicapped young people between 14 and 19 years of age who have demonstrated superior academic achievement and/or exceptional talent in other areas such as leadership, athletics, or the arts.

According to the school's director, Dr. Joseph J. Kerr, Jr., "Operation Talent" is designed to attract students of high academic promise who plan to go on to higher education and are seeking a college preparatory curriculum.

"The program, one of several specialized offerings at Overbrook School for the Blind, is dedicated to helping talented, visually handicapped youngsters develop to their maximum potential. Our aim is to help them learn to use their superior abilities so that they can become productive, contributing adults and leaders in their own right," says Kerr.

The special talent-nurturing curriculum includes a complete range of college preparatory courses plus opportunities to grow in the performing arts and interscholastic athletics.

Located on a suburban 20-acre campus on the edge of Philadelphia, the residential facility is one of the oldest and most outstanding educational institutions of its type in the world.

"Because we are so near the center of a major metropolitan area, we are able to offer our students opportunities that are virtually non-existent elsewhere. Over the years students from Overbrook have been enrolled in courses at the University of Pennsylvania under the 'Young Scholars Program' and others have studied music at the internationally acclaimed Curtis Institute," Kerr says.

Further information on "Operation Talent" and application forms may be obtained by writing to: Dr. Joseph J. Kerr, Jr., director, Overbrook School for the Blind, 64th & Malvern Avenue, Philadelphia, PA 19151, or by calling the school at 215/877-0313.

JEANIE FLACK COMMENDED

Jeanie Flack, retiring member of the Board of Directors from Region V, has been commended for her long years of service to NAPVI.

NAPVI President Elaine Moses said, "Jeanie has brought a wealth of real-life commitment to the Board during her term, as her dedication to improving the lives of visually impaired children is total. We have appreciated her long years of service to NAPVI and look forward to her continued participation in this organization."

One of the original members of the Ad Hoc Committee which formed NAPVI, Mrs. Flack has served on NAPVI's Board since its inception.

Her duties have included chairmanship of the Affiliations Committee and membership on the Fund Raising Committee.

Mrs. Flack and her husband, Gary, are the parents of two children, Kenny and Randy, both of whom have RLF. Originally from Montana, the Flacks currently reside in Harbor City, CA.

ELECTION SLATED

During September NAPVI parent/family members from two regions will be participating in a by-mail election to fill two positions on the Board of Directors. Voters will come from Region V (Nebraska, Kansas, Oklahoma, Texas, New Mexico, Colorado, Wyoming, Montana, North Dakota and South Dakota) and Region VI (Idaho, Utah, Nevada, California, Oregon, Washington, Alaska and Hawaii).

Kay MacKnight, 4800 Hidden Oaks, Arlington, TX 76017 (817/478-2313) has been nominated for the Region V seat recently held by Board Member Jeanie Flack and Incumbant Kate Aldrich, 409 E. 22nd St., Santa Ana, CA 92706 (714/836-7794) is seeking re-election to her seat on the Board.

Mrs. MacKnight and her husband, Johnny, are parents of 12-year-old Holly, who is legally blind and has vision perceptual problems. Mrs. MacKnight's special interest area is helping children with visual problems access computers. She initiated a project to bring computers, speech synthesizers and braille edit softrware to her daughter's junior high school and supported efforts to have VH teachers obtain inservice education about computers. Sensory Aids Foundation recently published an article Mrs. MacKnight wrote about this process.

Ms. Aldrich and her husband, Rich Lind, are parents of 4 year old Ben, who is developmentally delayed as the result of extreme prematurity and totally blind. Current editor of the Californa Association for Parents of the Visually Impaired newsletter, she is also a parent trainer for TASK (Teams of Advocates for Special Kids) in Orange County, assisting parents of children with special needs to effectively advocate for their children.

Voters in both areas are urged to return their ballots as quickly as possible in the stamped, return envelope provided. There is room on each ballot for a write-in selection.

Those elected must be a parent of a visually impaired child, have been a member of NAPVI/National at least one year, be actively involved in areas associated with the visually impaired, have three letters of reference, submit a letter of intent to serve and be able to attend all Board meetings.

Region I Board Member Diana Cuthbertson of Boston, MA is current chairman of the Nominations Committee.

HOW TO BE A WINNER

Develop the talents you have to their optimum potential. A tal left undeveloped is a talent not worth having.

Expose yourself to the world. You can't discover who you are being something you're not.

Tackle each goal and each day for its own sake. The skills a strategies of your opponents merely uncover your own streng and weaknesses.

Recognize where you are going and what you want to do. With a goal and a clear sense of direction you will only go around circles and never get anywhere.

Motivate yourself by associating with strivers. You'll tend to p form at the level of those around you.

Intensity is essential to success. You'll never reach a goal wishing for it to happen. Set your goal and direct your efforts tota to attaining it.

Never exaggerate your own importance. It doesn't matter how s cessful you are, how important your skills may be to the tean you're always replaceable.

Among your most important assets are your experiences—they c never be taken away. Try things that are new and difficult. Th will broaden your life and expand your knowledge.

Time builds into days, weeks, months and years; but the basic u is a day. Each day's accomplishments add up over time. No sing day, in itself, will cause you to succeed or fail. It is the total su of the days that count in the end. A wasted day can never be ma up and will slow advancement toward the goal.

Ignore those who tell you to take it easy. You can't succeed "taking it easy." The challenge of the impossible makes life e citing. Strive for more than "good enough." Achievement of a l goal gives only a fraction of the satisfaction of a difficult

Overcome the fear of failure. If you've never failed, you've p bably never really tried anything and you have as much right fail as you have to succeed. But, when you do fail, pick yours up and try again.

Never be satisfied with reaching a goal. Once you reach it, sav it briefly, and then move toward your next goal. The journ toward the goal is much more rewarding than actually achievi it. If you stop at the achieved goal, you will stagnate.

(Origin Unknown)

Mmmmmmm! AN ALPHABET SOUP CONTEST IS BREWING!

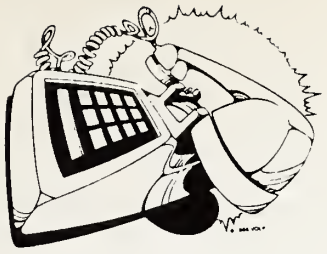
ac-ro-nym (ak' ra nim) n. a word formed from the first (o first few) letters of a series of words, as *radar*, from radi detecting and ranging.

—*Webster's New World Dictionary*, p.7

NAPVI Secretary Judith Stotland is busy gathering up as many of these acronyms as possible to use in an Alphabet Soup Contest during the first day of the Convention. A tasty prize will be awarded to that participant decoding as many of these initialized tongue-tanglers as possible.

To sharpen your skills for this endeavor, why not sit down and decode all the initialed letters you know, beginning wi ARD (Admission, Review and Dismissal) and end with...oh, dear, what are some acronyms that begin with "Z?"

The contest will be run by NAPVI Secretary Judi Stotland, a parent from California, who has been involved with P.L. 94-142 and parent support issues in her state and nationally for many years, thereby gaining a wealth of experience... ACRONYMICALLY?



SCANNING TOLL FREE, HOTLINE NUMBERS

The American Foundation for the Blind (AFB) has established a free telephone hotline to answer queries about products, books, services, technology and requests for general information about blindness. The AFB hotline, 1-800-AFB-LIND (232-5463) is in operation from 8:30 a.m. to 4:30 p.m. eastern standard or eastern daylight time, Monday through Friday. Calls to the Hotline can be made from anywhere in the contiguous continental United States. New York residents should use (212) 620-2174 to reach the hotline. "Through the AFB Hotline we hope to provde consumers and professionals in the field with a faster and more efficient means of getting comprehensive, up-to-date information about blindness and visual impairment," said AFB Executive Director William F. Gallagher.

THE CENTER FOR SPECIAL EDUCATION TECHNOLOGY INFORMATION EXCHANGE operates a toll-free hotline for educators, parents and handicapped individuals. Call between 1 and 6 p.m. eastern time to consuilt with a staff member or request information on the latest technology available for handicapped persons. At other times, leave a message and a staff member will get in touch with you. Call toll-free 1-800-345-TECH or write to The Center for Special Education Technology, 1920 Association Drive, Reston, VA 22091.

THE HADLEY SCHOOL FOR THE BLIND, America's only triply-certified correspondence school for the visually impaired, also has a toll-free number: 1-800-323-4238. Hadley, a school which parents of VI children in transition should be familiar with, is now branching out into early childhood coursework.

We would be remiss if we failed to list NAPVI's toll-free number: 1-800-225-0227-994610 (U.S.) and 1-800-222-1537-994610 (Texas). If that seems like too many numbers, we will clarify by saying that the last six digits are for NAPVI's billing purposes.

(We invite other agencies with toll-free numbers to send them to us for inclusion in this column.—Ed.)

SHOPPING BAG

The products and services listed within this edition of AWARENESS are for your information. NAPVI does not recommend one item over another and strives to be fair in its listing of resources available to those who work with visually impaired children. We invite anyone who produces a resource of interest in the field to share information about their item with the NAPVI membership. NAPVI reserves the right to publish information about such items at its discretion.

HAL'S PALS are a unique new collection of soft-sculptured dolls offered by FOR CHALLENGED KIDS BY MATTEL, INC. Each doll is made by hand, 19" tall, has a one-of-a-kind smile and a lovable face, has a sports or fashion outfit that can be put on or taken off and is safety tested and easy to clean. What's different about Hal's Pals? Little extras to help kids "learn some very important lessons about accepting their own disabilities and understanding the disabilities of others." Hal and his pals come with their own pre-set accessories: braces, wheelchairs, cane and puppy guide, hearing aids. Two of the dolls, Preppy Pal and Fashion Pal, can be accessorized with your choice of the above. Mattel advertises that any profits will be donated to approved charitable organizations that help America's chilldren with special challenge. Must be ordered directly from the company by calling the toll-free number, 1-800-824-4000 or writing to For Challenged Kids by Mattel, Inc., 5959 Triumph Street, City of Commerce, CA 90040. Will not be advertised or sold in stores (at least, not at this time).

CHRISTMAS GREETING CARDS—combination print and braille messages are available 14 for $3.50 and/or 8 for $2.50. Add $.70 extra per set for name in print—name brailled free by request only. Everyday greeting cards and envelopes are also available. For Christmas cards, order as soon as possible. (When ordering, please include the full amount of payment with postage added and send to Harry A. Fribush, 400 Hudson Ave., Apt. 104, Albany, NY 12203).

COMPUTER PAPER is now availalbe from American Thermoform Corporation, manufacturers of thermoform duplicators. CompuDot samples can be obtained and discounts are available on volume purchases. Contact American Thermoform at 2311 Travers Ave., City of Commerce, CA 90040 (213/723-9021).

LARGE TYPE TYPEWRITERS are available from the Typewriting Institute for the Handicapped, 3102 W. Augustus Ave., Phoenix, AZ 85021, (602/939-5344). Each has a rebuilt office sized IBM Model D large type. Pricing/ordering information available at above address.

TALKING QUARTZ TIME. Four function settings: Timer/Alarm/Clock/Real (actual time), melody alarm and a 3-minute snooze reminder that tells you "Hurry up, hurry up, it is late;" includes a 24-hour countdown timer, weighs 6 oz. and has dimensions of 4½" x 2½" x 5/8" depth. $29.95 plus $2.50 shipping from Trian Corporation, #302, 177 Telegraph Rd., Bellingham, WA 93226 or call 1-800-628-2828, ext. 558.

CLOTHING FOR SPECIAL NEEDS CHILDREN—Functional, yet stylish clothing for children who wear braces, drool, and/or are physically impaired is available through a Massachusetts company. Contact: Exceptionally Yours, 22 Prescott Street, Newtonville, MA 02160.

LIVING SKILLS HINT

Traveling America in a motor home is everyman's dream, but making the same journey with eight visually impaired teenagers could have turned into a nightmare, but for Dr. Lena Peck's penchant for "organization, organization, organization!"

Journeying to Washington, D.C. last month to present Pres. Reagan a tape of the Texas School for the Blind's Sing Song group, Dr. Peck's students were able to make the ten-day round trip journey right on schedule, because Dr. Peck, who has been planning this trip with her students for 10 months, had stocked the motor home with sufficient provisions to keep the group on the road through breakfast and lunch. She also had the foresight to plan games and a small curriculum to help the teens learn about managing their trip money.

Each teen was responsible for his/her own gear and each had a definite compartment in the motor home to store that gear. Additionally, each student had an assigned chore. Even the adults who were along to chaperone and drive were responsible to serve as sighted guides on the tour stops, which included Nashville and Virginia.

All of you have tried something that "worked" with your visually impaired child. Please take time to share with other parents and drop your hint today to our Hints Editor, Gale Hedgecock, 2895 State Road, Rt. 49-PD-2, Blossvale, NY 13308.

POST CONFERENCE TOUR SCHEDULE PROMISES FUN

Conference participants who will be staying over Saturday evening (taking advantage of the fact that airline rates are usually cheaper if you stay over a Saturday night) have three tour options.

A: A Saturday night fling at the famed Billy Bob's nightclub and the Ft. Worth Stockyards, noted not only for its large sale arenas, but its retail specialty shops. Billy Bob's is offering a special discount rate to NAPVI Convention goers. Billy Bob's house band tunes up at 9 p.m. and the celebrity attraction comes on at 11 p.m. Buses will be available for the shuttle between the hotel and Ft. Worth.

B. Dallas Shopping Tour—Noon to 4 p.m., Sunday. This tour includes a swing past Reunion Tower, John F. Kennedy Memorial, the original Neiman-Marcus, Thangs-Giving Square, allowing time for a spectacular shopping experience at the Galleria featuring Macy's, Saks, Marshall Fields, Lord and Taylor, Gumps, Tiffany & Company and three entire stories of specialty shops.

C. Dallas Sightseeing Tour—Noon to 4 p.m., Sunday: A point-of-interest tour including Dallas' historic monuments and architectural landmarks, such as the Cotton Bowl, Reunion Tower, John F. Kennedy Memorial, the original Neiman-Marcus, the New Arts District, Apparel Mart and World Trade Center, prestigious Dallas homes including that of its most famous citizens—the Dallas Cowboys at Texas Stadium! Also planned is a brief stop at Las Colinas to allow you to take a stroll down the cobblestone paths along the Mandalay Canal!

Tour costs will be submitted in your pre-registration packets.

SUPPORTING FAMILIES

Families of Children Under Stress provides emotional, physical and informational support to parents facing difficult situations related to their children's short- and long-term illness. FOCUS has a variety of resources available to help parents care for their child at home and publishes a newsletter for parents. Contact FOCUS, Families Helping Families, 1185 Walker Drive, Decatur, GA 30030.

National Organization for Rare Disorders (NORD) Networking Program. Contact other families whose child has the same disability as your child. Include your child's disability and give them written permission for you to be contacted by others in the same situation. Write to NORD, 1182 Broadway, Suite 402, New York, NY 10011.

Support Group for Parents of Children with Cataracts is a newly formed organization to provide support and information to parents, to educate society about congenital cataracts and the need for early detection and to promote research into causes and treatments. Contact Kathy Sadoski, 1255 Dulong, Madison Heights, MI 48071.

(All of the above reprinted from the WVIRC Newsletter, *Volume 2, No. 5)*

WINTER CAMP EVENTS SET

Camp Wapanacki (Vermont) is pleased to announce its 1986-1987 winter season schedule of events for blind and visually impaired youths, adults and families. The season will begin with a Cross-Country Ski Clinic December 13-14 to teach competent sighted cross-country skiers to guide blind and visually impaired skiers. Next there will be a cross-country ski event December 1[illegible] 1986, through January 1, 1987, for blind and visually impaired adults. Events are not limited to just skiing. The camp can schedule skiing, rest and relaxation or other activities just about any day weekend or week all winter. To design your own winter vacation call or write Kris and Joe Ingram, Campa Wapanacki, RR 1, Box 1086, Hardwick, VT 05843, (802/472-6612).

GEARING UP: THE NEW USABA CHILDREN'S DIVISION

The United States Association of Blind Athletes, with help from a grant by the Delta Gamma Foundation, is in the process of starting a children's division for blind and visually impaired children ages 6 and up. The developmental aspect of sport participation rather than competition, will be the emphasis of this division. This program will help children develop basic physical and motor skills that are fundamental to success in later sport participation. This children's program is made up of different stages: (1) the first stage is fundamental gross motor skills, (2) the second stage is low organized acitivities, and (3) the third level is lead-up acitivities for a specific sport.

The USABA is currently celebrating its tenth anniversary of competition for visually impaired athletes. It is the purpose of the USABA to promote and provide sports opportunities for visually impaired individuals of all ages. They have competition from local through international, in both summer and winter championships in a wide variety of sports.

For further information call or write Arthur Copeland, President, USABA, 55 West Calivornia Ave., Beach Haven Park, NJ 08008 (609/492-1017) or Brenda Davis at #5 Colleen Court, Little Rock, AR 72212 (501/227-0502).

CONTRIBUTIONS

Items intended for publication should be sent to AWARENESS, 500 Laughrun Drive, Forrest City, AR 72335. Material may be submitted in handwriting, type or on cassette and must be signed.

Deadline for 4th quarter: Dec. 15, 1986.

All items submitted become the property of NAPVI and will not be returned. We reserve the right to edit.

SKI FOR LIGHT

The 12th Annual Ski for Light event will take place Feb. 1-8, at the Grand Traverse Resort in Traverse City, MI. Persons 18-80 years, blind and sighted, will take advantage of the ski trails (for cross-country skiing), modern accommodations, interesting meals, stimulating cultural presentations and lots of socializing and dancing.

Blind skiers follow pre-set tracks or grooves in the snow while a sighted partner teaches proper skiing techniques, informs the skier of changes in terrain and gives interesting description about the countryside.

Total cost for the week is $375 (double occupancy), including room, board, registration, transportation from the airport and use of ski equipment to participants who do not have their own. First-time applicants can apply for financial assistance to help with transportation costs to Traverse City.

For an application and/or information, contact (in braille or type) Ms. Judy Dixon, 1104 N. Stafford St., Arlington, VA 22201 or call 703/276-9191.

BOOKS

THE FUTURE OF WORK FOR DISABLED PEOPLE: EMPLOYMENT AND THE NEW TECHNOLOGY is a compilation of papers presented at a May, 1985 symposium of the same name and co-sponsored by the American Foundation for the Blind (AFB) and the President's Committee on Employment of the Handicapped (PCEH). This publication features a foreword by U.S. Senate Majority Leader Robert Dole. THE FUTURE OF WORK is divided into three sections—"The Work Content," "The Changing Workplace" and "The Future" and is available from AFB, 15 W. 16 St., New York, NY 10011 in print or on cassette for $10.

MAKING THE BEST OF IT: HOW TO COPE WITH BEING HANDICAPPED by Gillian K. Holzhauser, "reveals keys to achieving a happy, adjusted life despite handicaps." Ms. Holzhauser, legally blind since the age of 5 months, gives her personal account of surmounting the frustrations a handicapped person inevitably suffers. She stresses the importance of remaining realistic, positive and motivated, of not letting a handicap become an albatross around your neck." A law student at Ohio Northern University, she also writes for newspapers and magazines and is active in her community. For review copies/author interview, contact Toni Simmons (202/572-2266) at Ballantine/Epiphany Books, 201 E. 50th St., New York, NY 10022. It sells for $10.95. Foreword by Dr. Norman Vincent Peale.

RECENT PAMPHLETS AND TAPES

A TEACHER'S GUIDE TO VISION PROBLEMS—includes a checklist for detecting vision difficulties in classroom students. American Optometric Association, 243 N. Lindbergh Blvd., St. Louis, MO 63141.

DIABETES, VISION IMPAIRMENT AND BLINDNESS—designed to help diabetics with severe vision loss and their families, as well as medical and rehab professionals who work with them. AFB, 15 W. 16th St., New York, NY 10011.

CAREER CHOICES FOR BLIND AND VISUALLY IMPAIRED STUDENTS: CAREER PLANNING AND PLACEMENT OFFICES—a 12-page pamphlet published jointly by AFB and the College Placement Council. Offers tips on strategies, programs, and state and voluntary services which enable blind and visually handicapped college students to make full use of the resources and expertise of the college placement office. The College Placement Council plans to distribute 5,000 of the pamphlets to college campuses throughout the country. More information can be obtained from AFB, Publications and Information Services Dept., 15 W. 16th St., New York, NY 10011 (212/620-2154).

A JOB IN YOUR FUTURE—a 90-minute cassette for visually impaired job hunters, contains a wealth of information on this subject gleaned from experts in the field and visually handicapped individuals who have found and successfully perform jobs that they enjoy. Free upon request, made possible by a grant from the Esmark, Inc., Foundation. Write to Dialogue, The Information Service for the Visually Impaired, 3100 Oak Park Ave., Berwyn, IL 60402, (312/749-1908).

HELPING THE HANDICAPPED TEENAGER MATURE—available from Public Affairs Pamphlets, #504, 381 Park Avenue South, New York, NY 10016 for $1 each. Also JOBS FOR DISABLED PEOPLE for $1 each from the same address.

MORE CATALOGS—IN TIME FOR CHRISTMAS GIVING

(We appreciate the response we've received in our quest for catalogs of interest to parents of the visually impaired. We'll continue to update this list—Ed.)

LS & S GROUP: Specializing in products for the visually impaired, including talking products (such as calculator, watch, blood pressure kit), children's learning aids, magnifiers, etc. Address to order catalog: P.O. Box 673, Northbrook, IL 60065 or call toll free: 1-800-468-4789.

BOOKS ON CASSETTE: Books abridged to 2 or 3 hours listening time. Each is read aloud by a world famous actor or author, such as James Mason, Lauren Bacall or John le Carre and recorded in Dolby Living Sound. Varied categories ranging from mysteries and thrillers, autobiography and non-fiction, classics, science fiction and horror, fiction to chidren's favorites. Libraries, schools or institutions may receive a 25% discount on orders of 10 or more titles. Listen For Pleasure, Box 588, Lewiston, NY 14092-0588. Call toll free 1-800-962-5200 (In New York, 1-800-252-1144).

GWYNEDD DESIGNS CATALOG: Gifts, fashion accessories and a fashion news section to keep you informed of the latest trends. The September, 1986 through August, 1987 edition is available on cassette. Free and automatically sent to customers having placed orders from the 1985-1986 catalog, it costs $3 to new customers, $2 of which will be credited toward your first order. Gwynedd Designs, Attn: Susan Friedman, P.O. Box 17872, Milwaukee, WI 53217 or 414/351-6880.

FREE BIBLE CASSETTES OFFERED

Free Bible cassette tapes of the New and Old Testaments, plus Bible messages and studies in English and many other languages are available, as a gift, to every blind and visually impaired person or to those having a physical disability which permanently affects their ability to read, from Bible Alliance, Inc., a non-profit, non-denominational organization.

Bible Alliance, Inc. records scriptures on cassette for FREE DISTRIBUTION to the visually impaired through organizations serving low vision and blind persons. A sister organization, Bible Alliance Mission, Inc. provides free distribution of the scriptures directly to visually impaired individuals.

Orders from individuals should include written certification of blindness or reading impairment from a source recognized by The Library of Congress, National Library Service for the Blind and Physically Handicapped, such as an organization for the blind or visually impaired, a rehabilitation teacher, a librarian or physician, etc. Additional certification is not necessary if a competent authority, as recognized by The Library of Congress, orders for the individual, giving name(s) and address(es) on letterhead stationery.

The material will be sent "Free Matter for the Blind" within 6 weeks. Further details are available upon request by writing to Bible Alliance, Inc., P.O. Box 1549, Bradenton, FL 33506, (813/748-3031).

RESOURCE BOOK GOING TO PRESS!

"Name" Your Child Today!

The NAPVI office is compiling the Adbook/Program for the NAPVI Convention, listing speakers, vendors, past and present officers and board members, all for this First National Convention of Parents. When it's ready, we hope it will be a momento to treasure, as well as a valuable resource guide for conference participants to take home with them. As a part of this, NAPVI is announcing our "NAME YOUR CHILD IN THE COMMEMORATIVE PROGRAM BOOK" effort. For $10 per child, you may list his/her full name, hometown and state!

If you would like to see your child's name listed (up in lights!) simply fill out the following coupon and return it with your remittance to: NAPVI, P.O. BOX 180806, AUSTIN, TX 78718. Listings must reach us by September 20, 1986.

Child's Name (as you wish it listed). Please type or print clearly:

_____

Child's City and State:

_____

Your Name: _____

Street Address: _____

City, State, Zip: _____

Amount Enclosed: _____

( ) I won't be able to attend the conference, but I would like my child's name listed. I understand NAPVI will send me a copy of the Resource Book.

_____

AN INVITATION

You are cordially invited to a sixth birthday party in honor of NAPVI in the World Series Room of the Sheraton CentrePark Hotel, Arlington, during the evening of November 5.

In announcing the event, Conference Social Director Fay Corey said, "We know that conference-goers, even though they may be tired from traveling, will be anxious to meet new friends and to get right into the spirit of this historic meeting," she said.

The social will be a very relaxed and informal event, with conference participants getting to know each other and having a chance to glance over program packets. Light refreshments will be served and everyone will want to have a piece of NAPVI's birthday cake.

Focal point of the evening is sure to be the huge bulletin board filled with pictures of our children. Each conference participant is encouraged to bring a snapshot or photo of their child, which will be labeled and placed on the board.

"I feel certain that this first Wednesday evening get-acquainted will make firm friends of us all and we'll be eager to spend the next three days learning and participating with our friends," Mrs. Corey said.

The Exhibit Hall at the nearby Convention Center will also be open from 7-9 p.m. Wednesday Evening.

R.S.V.P. by sending in your pre-registration to Henry Hedgecock, 2895 State Rd., Rt. 49-PD-2, Blossvale, NY 13308!

ALTERNATIVES FOR COMMUNITY LIVING

Parents of children with severe/profound handicaps and/or chronic illnesses are faced with extraordinary caretaking responsibilities. Such children often require intensive and skilled lifelong care. In the past, professionals were likely to recommend that parents institutionalize children who had such intensive needs. In spite of this recommendation, and with little or no community support, parents often cared for their child at home. Now, however, the professional attitude has changed. Parents are much less often encouraged to institutionalize their child and a variety of options have been developed to provide parents with support in caring for their child at home and to provide a home-like atmosphere for those children who are placed outside of their natural homes.

Some reasons for this change in attitude are as follows:

Research showed that persons with severe and profound handicaps can grow and learn; that an environment which provides for warmth, love, caring and "a normal rhythm of the day with privacy, activities and responsibilities" (Cohen & Warren, 1985) promotes such learning. Similarly, a home environment has been found to be advantageous for children with chronic illnesses.

Improved methods for teaching persons with severe handicaps were developed and professionals realized that parents could be taught the skills they would need to care for their child at home. It was also found that the parents of children who were chronically ill could learn the medical routines needed to maintain their child at home.

Through the efforts of politically active parents, advocacy groups, handicapped persons and others, legal changes were made which ensure the rights of persons with handicaps to participate to the fullest extent possible in everyday life (Cohen & Warren); and in many cases, home and community care has proven to be less expensive for taxpayers than institutional care and thus public fiscal policies have been developed to support such care.

Parents who write to the National Information Center for Handicapped Children and Youth (NICHCY) often request information about what services are available to help them in providing for their child with handicaps. These include questions about services that would allow them to better care for their child at home as well as questions about placements that are available outside of the home. The purpose of the April, 1986 edition of NEWS DIGEST (available at the address given above) is to provide parents and other concerned persons with information about some of the family support services and community based living arrangements that are currently available to assist families in meeting the needs of their children who are severely and profoundly handicapped and/or chronically ill.

(Ed. Note: Although the National Information Center for Handicapped Children and Youth encourages us to copy and share articles with our readers, space didn't permit our printing all of the material. We have chosen the above article to share and hope you will order the complete edition from them if the contents are pertinent to your situation. Write to NICHC at 1555 N. Wilson Blvd., Suite 508, Rosslyn, VA 22209.)

PARENT AND CHILD: DEFUSING ANGER

(The following is from the Lincoln Way Special Education Resource Center serving Columbiana, Stark and Wayne counties in Ohio.)

Occasionally everyone will experience days when difficult situations develop which require an adult, parent or teacher to respond in a way that defuses anger and avoids escalation. The following pointers will be helpful to remember:

1. AVOID PUBLIC CONFRONTATIONS. Children are working on their image and will respond differently before a group than when alone. Use a sign, a sound or a look.
2. LEAVE THE CHILD AN OUT. If a child loses face, he will see that you lose face. Cornered children fight back.
3. ASK A CHILD WHAT HE THINKS WOULD BE A FAIR DECISION. Many children can have better suggestions for resolving conflict than you do.
4. DON'T SCOLD AND DON'T ARGUE. Explain problems, state rules and consider alternatives or consequences.
5. TREAT THE CHILD WITH THE SAME RESPECT AND CONSIDERATION that you would show an adult.
6. AVOID CONFRONTATIONS. "You will." "I won't." You can force a child to stop an act. It is difficult to force him to begin one. Confrontations produce guilt and resistance and reduce someone's self-esteem. Search for mutually acceptable solutions.
7. ADMIT YOUR OWN ERRORS. You are a model for him or her in honesty and self-evaluation.
8. TOUCH CHILDREN WITH A GENTLE, RELAXED HAND. Many children react violently to being "grabbed." Remember: some children do not like to be touched at all.
9. PLAY IT COOL. Children love to shock adults. "I hate you," is usually a temporary feeling that goes away if it isn't rewarded with attention. Tantrums only work with an audience. The same is usually true with swearing.
10. DO NOT THREATEN unless you intend (and can) follow through. Better yet, don't threaten. Someone will usually take you up on a dare.
11. ESTIMATE THE CHILD'S TEMPER. A cooling off period may do you both good.
12. EXPLAIN APPROPRIATE BEHAVIOR. Some children are socially unaware. Provide practice if necessary.
13. DO NOT USE ASSIGNMENTS AS PUNSIHMENT.
14. All children make mistakes and all mistakes are not sins. A SENSE OF HUMOR GOES A LONG WAY. Use it.
15. DON'T TAX A CHILD'S HONESTY TOO MUCH. Children are frightened into telling lies. Don't put a child in a position where it is easier to lie.
16. LISTEN TO THE CHILD. Some children do not explain themselves easily and some have learned that adults can maneuver them verbally.
17. SOMETIMES IT'S BETTER NOT TO SEE OR HEAR. Selective, planned ignoring permits the child to dissipate tension and stop his or her own behavior.
18. DO NOT MAKE LONG-RANGE PUNISHMENTS. Punishment should be immediate and short term. Depriving a child of recess for six weeks can only lead to further problems.
19. When possible, LET THE NATURAL CONSEQUENCES OF AN ACT BE ITS OWN PUNISHMENT.
20. PLAY YOUR LITTLE CARDS FIRST. Be aware that each child's ability to control his/her behavior will differ. A good teacher, parent or helper response to one child may be a poor response to another child.

Children study you. What you say with your body, expressions and tone are more powerful than what you say in words. Remember, too, sarcasm and anger may silence a child, but will rarely resolve problems.

IF YOUR CHILD IS GOING AWAY TO SCHOOL

By Marnee Loftin, Associate Psychologist
Texas School of the Blind, Elementary Department
(Reprinted from *TSB News,* Summer, 1986)

Here are a few suggestions to relieve the impact of being away from home. These are not "cure-alls" and certainly some will work better than others.

1. PROVIDE YOUR CHILD WITH A CLEAR EXPECTATION OF ACTIVITIES S/HE WILL HAVE AT SCHOOL. Each year children come to TSB expecting a horse in every bedroom. It's true that many fun activities occur, but children do attend classes and classroom activities occupy their day. The more your child's expectations correspond with the reality of the situation, the more likely s/he is to benefit from the experience.
2. HELP YOUR CHILD DEVELOP STRATEGIES FOR DEALING WITH HOMESICKNESS EVEN BEFORE IT OCCURS. Most children will feel some twinge of homesickness the first time they're away from home. It's important even before they leave home that s/he realize that homesickness is "OK" and that it will pass. Many parents help their children make this transition by sending along favorite toys/stuffed animals. With older children, keeping a journal or making tapes about the day's activities is often helpful. It's importnat to remember that the worst cases of homesickness occur when the child feels as though no "bridge" exists between the home and school. We'll do our best to build the bridge if you'll lay the foundation.
3. MAINTAIN REGULARLY SCHEDULED CONTACT WITH YOUR CHILD AT SCHOOL. Every child looks forward to the scheduled phone call to their parent. Every staff person at TSB dreads those calls when parents aren't home. We all know that changes in schedules occur, but most children do not handle such changes well. Most of the staff assume that an unanswered phone call means the parents went to the store for a carton of milk. Most children, however, assume that a "dragon sat on the house." Although regular scheduled contact with you is an important aspect of adjusting to school, excessive contact may, in fact, hinder their progress at school. The child who is always expecting a visit or phone call from home is much less likely to fully participate in the many spontaneous fun activities that are available at school. It's impossible to determine what level of contact from home is "too much" for all childdren.
4. HELP YOUR CHILD DEVELOP PERSONAL GOALS THAT WILL BE ACCOMPLISHED DURING SCHOOL. Many opportunities for learning are available at school. The children who seem to benefit the most are those who have a clear idea of something they would like to learn. If you can help them develop this goal before they leave home, your child is one step ahead.
5. KEEP THE NEWS FROM HOME CHEERFUL. Letters about pets who refuse to eat, phone calls from crying baby brothers, etc. can send even the happiest child into the doldrums. It's important that your child realize that s/he has not "lost their place" in the family, but excessive reminders of what their absence means can be devastating.

The following friends of NAPVI are 1986 contributors as of newsletter deadline time. We are most grateful to them and invite any who are not listed to send in their contributions so that we can truly say that our membership sstands behind NAPVI 100 percent!

Dr. Richard Umsted	Illinois
Mr. and Mrs. Gordon England	Texas
Barbara Mattson	South Carolina
Richard and Maxine Horn	Pennsylvania
Free Library of Philadelphia	Pennsylvania
James and Theresa Price	Pennsylvania
Henry and Gale Hedgecock	South Carolina
Thomson and Jeanne Leiper	Pennsylvania
Irma Maas	Connecticut
Henry and Mary Lou Wilkinson	Arkansas
Howard and Sara Nixon	Washington
Herman and Della Hartman	Texas
Dr. Jane Erin	Texas
Marjorie E. Ward	Ohio
Sarabeth Watson	Minnesota
Dr. Lena Peck	Texas
Joseph Kobiericki	Massachusetts
Richard Olson	Arkansas
Mr. and Mrs. T. Brennan	California
Mr. and Mrs. Frank J. Crisafulli	New York
Charles and Anita Kelly	Kansas
Kathy Chung	California
Partricia A. Gill	Pennsylvania
Thomas and Barbara Auletta	Florida
Rosemary Moon	North Carolina
Judy Morris	Kentucky
Annette Skellenger	Ohio
Lynn Brooks	California
Kathleen Scott	Pennsylvania
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Jeanie and Gary Flack	California
Glenda Patton	Texas
Diana and Hank Cuthbertson	Massachusetts
Lee and Keitha Robinson	Texas
Eileen and Keith Hudson	Wisconsin
Elaine Moses	Texas
Joan and Bill Johnson	Missouri
Kate Aldrich and Rich Lind	California
Norma and Bill Lucas	Ohio
Jim and Eleanor Campbell	Pennsylvania
George Lane	Connecticut
Charles E. MacPeak	New York
Kate Weingarten	New York
Patrick and Jacqueline Carroll	New York
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Colorado School f/t Deaf & Blind	Colorado
Ann Cruz	California
Margery Quackenbush	California
Herman Hudson	Georgia
Anthony Civitella Family	Pennsylvania
Mrs. Elizabeth Williams	Maryland
Mildred C. Ferrell	Texas
Barbara Schick	New York
Mary J. Hahn	California
Richard Enders	New York
Peter and Pamela Crane	New Jersey
American Foundation for the Blind	New York
Sandra Suitor	California
Cherie Vellema	California
Paul and Shela Cobb	Texas
Daniel and Mary Lou Edgar	Iowa
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Mr. and Mrs. H.W. Sledge	Mississippi
Mollie O'Leary	Texas
Mr. and Mrs. David Hanson	Nebraska
Glenn and Coryann Detgen	Texas
Janie Parr	Kansas
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Faye and Mark Pinchasik	Florida
Jan Williams	North Carolina
Mr. and Mrs. Paul Stepanczuk	Illinois
Daniel Broton	Minnesota
Ann G. Campbell	Georgia
Elizabeth Moss Johnston	Alabama
Robert P. Martin	Alabama
Josie Garro	California
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Benjamin and Judith Boies	Pennsylvania
Benjamin and Linda White	Massachusetts
Robert and Marlene Balzer	New York
William Shrewsbury	California
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Marcia Lynch	New York
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Paul Perrault	Rhode Island
Michael and Julie Delaplane	Illinois
Marcia Golde	Illinois
Gerald and Shirley Daly	Pennsylvania
Libby Jones	Nevada
John and Laura Brady	California
Fred Sinclair	California
Jean Bohs	Misouri
Colleen M. Dougall	Nebraska
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Jean Mosenfelder	California
Fay and Larry Corey	Pennsylvania
Gail and Arturo Granados	Connecticut
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Mrs. G. Hubert	Wisconsin
Carol McCarl	Oregon
Mr. & Mrs. John E. Bouton	Texas
Barbara Newman	Illiniois
Peter and Nancy Hetgelakis	Pennsylvania
Dr. & Mrs. Richard Welsh	Maryland
Mr. & Mrs. Michael Mattock	New Hampshire
Paul C. Reinert	Illinois
Kadane	Colorado

MEMBERSHIP IN NAPVI

NAPVI provides its members with support, program information and assistance in improving services, and organizing parent groups. The different categories of membership are:

PARENTS AND FAMILIES (voting members, one vote per membership).

With this membership you receive our quarterly newsletter, legislative alerts, information sharing opportunities, referral to needed services, reduced publication rates, contact with other parents and families and a collective voice. **DUES:$5.00/year**

COMMUNITY GROUPS AND AGENCIES. Federal, State and Local (non-voting membership).

This membership will receive our quarterly newsletter and related information. **DUES: $15.00/year**

ASSOCIATE (non-voting member)

This membership category is for individuals interested in supporting the work of NAPVI. **DUES: $3.00/year**

SPECIAL MEMBERSHIPS

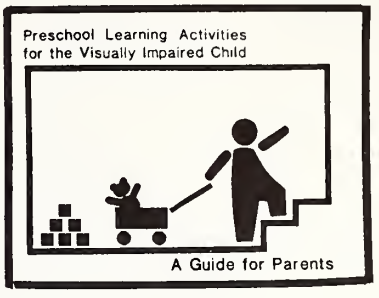
In addition to regular memberships there are contributing memberships available. These memberships assist NAPVI in providing needed service information and assistance to parents of children and youth who have visual impairments. The categories are:

SUPPORTING. $50-200
SPONSORING $200-1,000
PATRON. . . . . over $1,000

Contributing members will receive recognition for their tax deductible donation to **NAPVI.**

You can also help NAPVI by donating your time and talents by spreading word of its existence to people who are concerned with the needs of our children and youth who have visual impairments, and by letting us know what your needs are.

PRESCHOOL LEARNING ACTIVITIES for the Visually Impaired Child – A Guide for Parents



This book is all about preschoolers and parents having fun together. The fact that the child *learns* along with it is an added bonus! Produced several years ago by the Illinois Department of Education, PRESCHOOL LEARNING ACTIVITIES FOR THE VISUALLY IMPAIRED CHILD is being made available once again to parents by NAPVI. In a bound 91-page, illustrated volume, the book focuses on activities and games to help children learn about themselves - and others.

"The key word to helping blind children learn is "active." The games and activities in this book will help parents keep their visually impaired child active during those formative preschool years... and parents should enjoy doing many of the familiar games described in PRESCHOOL LEARNING ACTIVITIES.

— Lee W. Robinson, NAPVI Executive Director

To join NAPVI or renew your membership for 1985, complete the following application, cut on the dotted line and return with your check to NAPVI, P.O. Box 180806, Austin, TX 78718.

The type of membership I am applying for is:

____ Parents and Families ($5.00/year)
____ Parent groups, community groups or agencies ($15.00/year)
____ Associate (non-voting; $3.00/year)
This is a renewal (check one): ☐ Yes ☐ No

Name _____

Address _____

City _____ State _____ Zip _____

Telephone No. ( ) _____

_____ Signature

THIRD QUARTER - 1986

To order the following publications, complete the following order form, cut on the dotted line and return, with your check to:

NAPVI, P.O. Box 180806, Austin, Texas 78718

_____ TAKE CHARGE: A RESOURCE GUIDE FOR PARENTS OF THE VISUALLY IMPAIRED ($5.50)
_____ HOW TO PACK 'EM IN: A GUIDE FOR PARENT WORKSHOPS ($3.00)
_____ A GUIDE TO LIBRARY RESOURCES FOR TEACHERS OF THE VISUALLY IMPAIRED ($9.50)
_____ PARENTS TO THE RESCUE ($2.00)
_____ YOUR CHILD'S INFORMATION JOURNAL ($5.00)
_____ PRE-SCHOOL LEARNING ACTIVITIES ($7.00)

Include $1.00 for postage and handling. Enclosed is my check/money order for _____

Name and mailing address: _____

_____ Signature

National Association for Parents of the Visually Impaired, Inc.

• support
• information
• service

P.O. BOX 180806, Austin, Texas 78718

NON-PROFIT ORG.
U.S. POSTAGE
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AUSTIN, TEXAS
PERMIT #980

THE BOTTOM LINE...of your AWARENESS address label gives the last year we received a membership payment from you. Board policy is to serve current members and then others only as time and money permit. The NAPVI membership year runs from January 1 to December 31, with those paying after September 1 becoming 1987 members. Keep your membership current and your AWARENESS coming—check the bottom line!

"WHY BELONG TO A PARENT GROUP?" AN ESSAY CONTEST

IN CONJUNCTION WITH NAPVI'S FIRST NATIONAL CONVENTION

Title: "Why Belong to A Parent Group?"

Prizes: A $100 savings bond in each of the following three categories: Parent, Professional, Child (Age 18 or under). Prizes will be awarded at the NAPVI Conference for Parents and Professionals in Arlington, TX November 5-8, 1986. (Winners need not be present!)

Rules: Suggested length, approximately 500 words, in type, braille or handwritten form. All entries must be signed.
All essays become the property of NAPVI; No essay will be returned to the author. NAPVI reserves the right to read any/all essays at the National Conference and/or to print any/all essays in the newsletter, brochures, etc.
No NAPVI board member, present or past, is eligible.

Deadline: Must be postmarked NO LATER than October 20, 1986.

Submit to: Ms. Kate Aldrich, 409 E. 22nd Street, Santa Ana, CA 92706.

Judges: Ms. Alrich, Gabriele Hass of the Blind Children's Learning Center, Orange County, CA and Nancy Chapman of Lancaster, PA, the parent of a 3½-year-old multihandicapped visually impaired child.

CHAPTER TWO

Identifying the Unique Educational Needs Related to a Visual Impairment

This chapter contains an examination of the unique educational needs of visually impaired students. This information can be used for assessing a student with a visual impairment (see Chapter Three) as well as for planning and providing instruction and services to meet the assessed needs (see Chapter Four) in the following areas: concept development and academic skills, communication skills, social/emotional skills, sensory/motor[1] skills, orientation and mobility skills, daily living skills, and career and vocational skills. The information about unique educational needs identified in this chapter will provide valuable assistance for the individualized education program (IEP) team as well as for those implementing the IEP.

Concept Development and Academic Needs

Since a visual impairment will often impede the development of students' visual concepts and learning in academic subject areas, special concept development and academic skills, such as listening and study skills, will often be needed.

Concept development and academic needs that should be addressed include:

- Developing a good sense of body image
- Understanding the following concepts: laterality, time, position, direction, size, shape, association, discrimination, sequence, quantity, sensations, emotions, actions, colors (to the best visual ability), matching, and classifying
- Developing listening skills appropriate to the level of the student's functioning, including the development of auditory reception, discrimination, memory, sequencing, closure, and association skills
- Developing auditory comprehension and analysis skills appropriate to the level of the student's functioning, such as the development of the ability to summarize; classify; compare; recognize cause and effect; predict outcomes; visualize; understand character; understand setting; recognize feelings; recognize climax, foreshadowing, and purpose; and distinguish fact from opinion
- Becoming familiar with the format of, and knowing how to use, reference materials in the student's primary reading medium

[1]See the Glossary for an explanation of this term.

Being able to interpret accurately maps, charts, graphs, models, and tables
- Developing skills for notetaking during a lesson
- Developing skills for notetaking from material originally intended for print; e.g., recorded or material read aloud by a reader
- Developing the ability to organize notes and other study materials
- Developing the ability to organize one's time
- Developing the ability to select and use a reader
- Being able to acquire materials in the appropriate reading medium; e.g., braille or large type

Communication Needs

A student with a visual impairment will usually quire alternative modes for instruction in reading id writing. He or she will need special skills in using ternative strategies and specialized equipment and aterials to communicate effectively.

Communication needs that should be addressed here appropriate include:

- Being skilled in reading, using appropriate modes (braille, print, or recorded form) for such purposes as gaining academic information and pursuing personal and recreational interests
- Developing skill in writing for personal needs, using appropriate modes (braille, print, typewriting, recording and/or handwriting) for such purposes as notetaking, recording phone numbers and addresses, taking messages, and recording travel directions and personal notes
- Being proficient in typing
- Being able to write one's own signature legibly
- Being able to operate basic communication equipment, such as radios, talking book machines, reel-to-reel tape recorders, cassette recorders, and phonographs
- Being cognizant of, and able to use, appropriate special devices for reading and writing, such as slates and styli, prescribed optical aids, closed-circuit television systems, talking computers, reading machines, and other electronic equipment
- Being cognizant of, and able to use, appropriate special devices for mathematics and science, including the abacus, the talking calculator, paperless braillers, specialized measuring equipment, and the talking computer

Social/Emotional Needs

A visual impairment often affects a student's self-concept, observation of behavior in social situations, involvement in recreational activities, and sexuality. The visually impaired student will, therefore, have special needs for socialization, affective education, recreation, and sex education. These students will also need to learn to deal with the psychological implications of the visual impairment.

Socialization

Socialization needs that should be addressed include:

- Understanding and displaying acceptable social behavior appropriate to a variety of group situations
- Being able to discriminate between those behaviors that are socially unacceptable in public yet acceptable in private
- Understanding and exhibiting appropriate assertiveness techniques in a variety of situations
- Being aware of and using appropriate verbal communication techniques; e.g., voice volume and intonation
- Being aware of and using appropriate nonverbal communication techniques; e.g., gestures, eye contact, raised head, and facial expressions
- Being aware of and being able to control body posture, movement, and physical mannerisms in an acceptable, coordinated manner
- Being aware of and using proper manners in eating and other social situations
- Being able to make introductions properly and demonstrate appropriate conversational skills
- Being prepared to contribute constructively to group activities and social situations
- Being aware of appropriate social distances for various communication situations
- Being aware of dress codes for specific groups and occasions and dressing appropriately for one's age and situation

A student with a visual impairment will usually require alternative modes for instruction in reading and writing.

- Being aware of the stages of the life cycle
- Having knowledge of the reproductive process in a variety of living things
- Being aware of the factors that influence the growth of one's body
- Being aware of the biological and emotional changes that occur in human males and females during puberty
- Understanding that differences occur in the rate of maturity of an individual's body
- Being knowledgeable about appropriate grooming and personal hygiene techniques
- Being able verbally and tactilely, with the use of models, to identify human male and female body parts and organs of the reproductive system, using correct terminology
- Being able to use correct terminology to explain how sexual intercourse and human fertilization occur
- Being aware of the changes in the human female body during pregnancy and the developmental process of the growth of the fetus
- Being aware of the birth process and possible complications
- Being knowledgeable concerning the factors that should be considered during pregnancy to increase chances of delivering a healthy baby
- Being knowledgeable about appropriate child care procedures and adaptations that may be necessary for a visually impaired parent through contact with real infants and children
- Being knowledgeable about available family planning options
- Being aware of the common types of veneral diseases, their symptoms, consequences, and treatments
- Being aware of appropriate dating and social mores to be used with the opposite sex; e.g., flirting or asking someone for a date or to dance
- Being aware of the various types of interpersonal relationships one can have with members of the opposite sex
- Being aware of verbal and nonverbal communications that relay sexual messages to others; e.g., the use of body language
- Being knowledgeable about alternatives available for rape prevention and appropriate safety precautions
- Understanding that there are individuals with different types of sexual preferences
- Being knowledgeable about the genetic factors related to some visual impairments that one should consider before having children and being aware of available genetic counseling
- Being aware of the responsibilities associated with premarital sexual relations, marriage, and parenthood
- Being able to express and discuss any concerns related to one's visual impairment and relations with the opposite sex; e.g., dependency, not being able to drive, financial concerns, and genetic factors

Psychological Implications

How well a student understands and accepts his or her visual impairment can be determined by addressing the needs in this area, including:

- Being able to recognize that one has a visual impairment
- Being knowledgeable about one's own eye condition
- Being able to explain one's eye condition to others
- Understanding the vision process
- Understanding and accepting any physical limitations caused by the visual impairment
- Understanding how low vision aids can assist in improving visual abilities and accepting the use of appropriate low vision aids
- Accepting the use of alternative techniques and apparatuses for obtaining sensory information, where appropriate; e.g., use of braille, tapes, and the long cane
- Being knowlegeable about personal eye care; e.g., medications, hygiene, regular eye exams, and low vision assessments
- Having realistic knowledge of current research in the field of visual impairment

The visually impaired student will need special skills to understand and become oriented to the environment.

Affective Education

Affective education needs that should be addressed include:

- Recognizing that each person is unique and different from every other person
- Understanding that a visually impaired person has all of the same emotions as everyone else
- Being able to identify one's feelings
- Being able to express one's feelings to others directly and in a socially acceptable manner
- Having feelings of self-worth and well-being
- Recognizing one's own strengths and weaknesses in a realistic manner
- Acknowledging both positive and negative feelings in oneself and in others and understanding that both types of feelings are legitimate
- Being able to identify one's likes and dislikes
- Being able to understand and recognize teasing and developing appropriate ways of handling it
- Being aware of alternative ways to respond to the feelings and behavior of others
- Feeling that one is a valuable, contributing member of society
- Being able to identify and understand a wide range of feelings in oneself and in others; e.g., happiness, guilt, frustration, boredom, confusion, anger, embarrassment, and pride
- Being aware that the way a person feels about himself or herself is reflected in the way he or she treats others
- Being aware that each person must establish his or her own set of values and live by them
- Being aware of the concept of peer pressure and determining the appropriateness of conforming to peer pressure
- Being able to identify and share feelings of insecurity about his or her visual impairment in relation to being accepted by one's peers
- Understanding the ways in which one can become victimized by others by allowing them to make choices in one's life
- Understanding the long-range results of too much dependence on others
- Being aware of the connection between being in control of one's life and taking responsibility for what happens to one in life
- Being able to feel comfortable asking for help from others when it is appropriate
- Understanding the difference between allowing others to help when it is not needed and deciding to ask for help when it is needed.

Recreation

Recreational needs that should be addressed include:

- Being familiar with a variety of social and recreational activities
- Being able to participate in a variety of different recreational activities with a group and on an individual basis
- Realizing that many options are involved in deciding how to spend one's leisure time
- Learning to play indoor and outdoor games appropriately; e.g., ball, cards, and roller skating
- Developing hobbies of individual interest; e.g., arts, crafts, music, or collections
- Being competent in several different recreational activities
- Learning about popular spectator activities to enjoy attending them and to be able to discuss these topics appropriately
- Being aware of opportunities for participation in recreational activities in the neighborhood and in the community in addition to those designed specifically for the visually impaired; e.g., YMCA or YWCA, neighborhood parks and centers, scouting, and school clubs
- Being aware of current recreational trends and being able to participate where appropriate; e.g., current dance steps or fad games

Sex Education

Sex education needs that should be addressed include:

- Being able to identify with his or her own gender and to be accepting of it
- Recognizing that each human is a sexual entity and has certain characteristics associated with gender
- Identifying sexual roles in our society
- Understanding what constitutes a family and the various roles of family members

Sensory/Motor Needs

A visual impairment may affect one's gross and fine motor skills; alternative sensory discrimination and sensory integration skills; and abilities to develop appropriate posture, balance, strength, and movement. The visually impaired student may need to develop special skills in these areas.

Sensory/motor needs that should be addressed include the following:

- Learning to control the head, limbs, and body for purposeful exploration and movement
- Learning to sit, crawl, stand, and walk independently.
- Learning to control the head and body while sitting, crawling, standing, and walking, exhibiting appropriate gait, stride, and mannerisms
- Developing the ability to balance while standing still and while in motion
- Using gross motor skills, such as crawling, walking, exploration for objects, negotiating stairs, negotiating depth changes, opening and closing doors, and pushing and pulling objects
- Developing fine motor skills, such as grasping and releasing objects, turning door handles, grasping a cane, and dialing a phone
- Developing sufficient muscle relaxation and flexibility to perform basic daily living and mobility skills safely, efficiently, and gracefully
- Developing sufficient strength, stamina, and endurance to complete necessary mobility, physical education, and daily living skills tasks within the daily routine
- Learning to identify, discriminate, and use various textures and objects tactilely and underfoot
- Learning to identify, discriminate, track, and use continuous and intermittent auditory sources indoors and outdoors
- Learning to identify, discriminate, and use various kinesthetic and proprioceptive sources indoors and outdoors, such as changes in temperature, movement of air currents, or height of slopes and depth changes
- Learning to identify, discriminate, and use various olfactory sources indoors and outdoors

Orientation and Mobility Needs

A visual impairment usually affects how the student learns about and functions within the environment. The visually impaired student, therefore, will need special skills to understand and become oriented to the environment and to move, travel, and play independently and safely within the environment.

Orientation and mobility needs that should be addressed include the following:

- Developing a conceptual understanding of:
  - Body image; e.g., planes, parts, laterality, and directionality in relation to objects and environmental features
  - Concrete environmental concepts; e.g., grass, lawn, cement, wood, carpet, tile, tree, bush, and street
  - Spatial concepts; e.g., far, near, close, high, low, above, below, facing, in front of, behind, beside, away from, next to, forward, backward, sideways, and 90, 180, and 360 degree turns
  - Compass direction concepts; e.g., north, south, east, and west relationships, sides of streets, names of corners, and relationships among changes in direction
  - Traffic and traffic control concepts; e.g., fast, slow, parallel, perpendicular, same direction, opposite direction, near side, and far side
- Learning to crawl, stand, and walk independently
- Learning to identify, discriminate, and track increasingly complex auditory, tactile, kinesthetic, or olfactory cues
- Learning to travel independently at home and at various school settings throughout one's school career
- Learning to control one's head and body to exhibit a comfortable and appropriate gait and stride
- Learning to control the head and body to exhibit appropriate physical mannerisms while standing still, in motion, and sitting
- Learning appropriate trailing and protective techniques and techniques for locating objects to

The visually impaired student will often need special techniques to function as independently as possible.

facilitate independent orientation and mobility at home and school

- Learning to use appropriate sighted guide skills in all travel situations when needed, such as traveling in normal situations; going through narrow passages; being on ascending and descending stairways, on escalators, on elevators, and outdoors; switching sides; seating oneself in chairs, in sofas, and at tables; and establishing and maintaining control of the sighted guide situation with familiar and unfamiliar guides
- Learning to use residual vision and distance low vision aids, as appropriate, to the maximum extent possible for independent, safe orientation and mobility
- Learning to use the long cane appropriately to supplement or replace visual travel skills (Skills to be acquired are basic grasp and hand and arm position; touch technique; use of the cane at closed doorways and stairs and in congested areas and in social situations; trailing techniques; and modified touch technique for location of drop-offs; e.g., curbs or down staircases.)
- Developing a maturity level sufficient for understanding the importance, dangers, responsibilities, and behavior appropriate for independent travel in increasingly sophisticated settings
- Learning to become oriented and travel independently in residential and rural areas (Examples of skills are traveling along a residential sidewalk; traveling past driveways and walkways; locating curbs and wheelchair ramps; recovering from veering; crossing residential streets; recognizing and recovering from a change in direction on street crossings; using environmental tactile, auditory, kinesthetic, or olfactory cues, compass directions, maps, and spatial relationships for orientation and safe mobility in familiar rural or residential areas; and becoming independently oriented to an unfamiliar area.)
- Developing an understanding of the services various business establishments provide; for example, grocery stores, department stores, post offices, and shopping malls
- Learning the skills necessary to become oriented and to travel independently in light and major metropolitan business areas:
  - Using traffic sounds to establish, maintain, or regain orientation and line of travel
  - Traveling safely and appropriately on increasingly busy business area sidewalks
  - Crossing independently intersections of four lanes or more controlled by traffic lights
  - Exhibiting appropriate verbal and physical public behaviors
  - Developing the ability to seek out and interact appropriately with the public for assistance in orientation or mobility as needed
  - Learning to use community address systems as an aid to orientation
  - Carrying identification and emergency funds when traveling
  - Knowing whom to contact in case of emergency or disorientation
  - Knowing how to locate and use a pay phone (dial or push-button)
  - Learning to locate independently various destinations in business areas
  - Learning to travel safely in various retail and service establishments, including independent travel on escalators and elevators
  - Learning to carry out increasingly complex personal business transactions independently
  - Understanding and being able to use public transit systems
  - Learning to acquire information regarding products, services, or location of various stores and businesses by using the telephone, including storage of this information for later referral
  - Being able to recognize and safely travel past areas of road construction
  - Being able to negotiate railroad track crossings independently
  - Being able to travel independently within light or major metropolitan business areas at a level sufficient to carry out tasks necessary for basic survival

- Developing, if nonverbal, a feasible communication system for acquiring information and communicating needs
- Learning to use adaptive mobility aids, if necessary, such as wheelchairs, walkers, braces, orthopedic canes, and so forth to provide for the maximum amount of independent mobility possible
- Learning to travel, if necessary, specific routes in limited areas to care for basic needs as independently as possible

Daily Living Skills Needs

Since a visual impairment affects the student's ability to live independently, the visually impaired student will often need special techniques to function as independently as possible. Assessment and instruction to provide needed daily living skills should include those needs as follows:

Performing personal hygiene skills:

- Performing basic personal hygiene tasks; e.g., toileting, care of teeth and hair, and bathing needs
- Using personal service businesses to care for one's own needs and make appointments; e.g., barber or beauty shop (These activities are for students who are beyond the basic skill level.)

Performing dressing skills:

- Dressing and undressing, including tying shoes and fastening buttons and zippers
- Selecting appropriate clothing and planning clothing purchases

Caring for one's own clothing:

- Using techniques for clothing storage and identification of colors and patterns and sorting laundry and using a washer and dryer
- Using services such as shoe repair, performing minor repairs on clothing, and hemming and ironing clothing

Practicing housekeeping skills:

- Locating and using housekeeping areas in the home, such as the kitchen, dining area, and bedroom; and assisting in basic upkeep, such as putting out trash and setting the table
- Performing many basic housekeeping tasks, such as vacuuming and scheduling regular maintenance
- Being able to make basic home repairs

Preparing food:

- Identifying kitchen appliances and performing basic pouring, stirring, measuring, and spreading techniques
- Using kitchen equipment, such as a stove and oven, preparing and cooking menus, following recipes, and preparing complete meals

Practicing eating skills:

- Locating food on the plate
- Using utensils properly; being familiar with passing food, serving oneself at buffets, and using cafeterias; ordering food from restaurant menus; and understanding tipping

Managing money:

- Identifying and knowing coin equivalents
- Handling money in public, planning a budget, using checking and savings accounts, and having one's own system for money management

Practicing social communication skills:

- Conducting basic social interactions, including communicating needs
- Conversing appropriately with familiar persons and strangers

Practicing skills in telephone usage:

- Identifying one's own telephone number and placing an emergency call
- Using directory assistance, using the telephone for personal and business calls, arranging for one's own telephone service, and displaying good telephone etiquette

Practicing written communication skills:

- Understanding that written communication is used to convey information and ideas
- Using a signature, writing personal and business letters, using a system for recording information, and using basic office supplies correctly

Understanding of changes in time:

- Responding to a daily schedule; knowing events that occur during the daytime versus nighttime

- Knowing how to tell time and using clocks and watches, knowing automatic time (weeks or months), scheduling one's own time, and keeping appointments

Being able to organize:

- Organizing systematically time, activities, and personal belongings

Career and Vocational Needs

To be successfully employed, the visually impaired student will often need guidance in selecting an appropriate career. Assessment and instruction in career awareness and special vocational education skills, including adaptive skills, will often be needed for an individual to be successful in that career.

Some career and vocational needs that should be addressed include:

- Understanding oneself in terms of the characteristics and attributes that make up one's individuality and recognizing one's uniqueness as a person with a visual impairment
- Understanding that a variety of life-styles is acceptable
- Knowing the difference between work and play and when each is appropriate
- Relating present experiences to future jobs
- Being familiar with jobs held by one's family members and the jobs available in the school and the community, particularly jobs held by visually impaired persons
- Being able to fill out a job application or giving the necessary information to another person
- Being familiar with the development and use of a resume
- Knowing basic employability skills, including getting to work on time
- Knowing that money is a medium of exchange and related to work and developing concepts of financial management
- Developing competencies in the decision-making process
- Knowing and using personal information skills, including a legal signature
- Understanding the importance of doing a job to the best of one's ability, of becoming employed to increase one's self-esteem, and of interacting appropriately with the supervisor
- Maximizing one's capabilities in manual skills, including basic tool subjects, with the goal of using the hands to explore and control the environment
- Experiencing hands-on work experiences through chores, paid jobs on or off campus or after school (particularly in the private sector), or in simulated work environments
- Participating in skill training at a job-entry level in a variety of experiences to assist in determining realistic occupational choices
- Being able to serve as one's own advocate in obtaining necessary services, adaptations, and equipment needed for success on a job, during job training, or in college

I. SNIP FEATURE ARTICLE

RECOVERY OF LEGAL FEES IN SPECIAL EDUCATION

Herbert D. Hinkle, Esq. ‡

The passage of the Handicapped Children's Protection Act of 1986 by Congress last summer will allow parents to recover the cost of defending the educational rights of their handicapped children. 20 U.S.C. 1415.

The legislation was enacted in response to a 1984 United States Supreme Court decision. In Smith vs. Robinson, 104 S. Ct. 3457, the Court held that the Education for All Handicapped Children Act [known also as Public Law 94-142] does not allow parents to recover attorney's fees. The Smith decision reversed the practices of some lower courts of awarding attorneys fees in special education cases where the parents' prevailed.

The Smith decision has in effect now been reversed by Congress with the passage of the Handicapped Childrens Protection Act [HCPA]. Under the HCPA, courts have authority to award "reasonable attorney fees" to parents who are prevailing parties in "any action or proceeding" brought to secure the special education rights of their children.

The HCPA retroactively applies to "actions or proceedings" that were pending in July 4, 1984, or initiated after July 3, 1984.

There are several important limitations that parents should keep in mind. No fees can be awarded for legal services provided after a school district makes a written offer of a settlement if the offer is rejected dnd proves to be at least as favorable as the relief the parents eventually win. An exception is provided to allow reimbursement if the parent is "substantially justified" in rejecting the settlement offer.

Fee awards may be reduced if they prove excessive in terms of the time spent or fees charged by an attorney. However, reductions will not be made if the school officials delayed resolution of the controversy or otherwise violated the special education law.

Under the HCPA it appears that attorneys' fees can be awarded in cases that do not reach federal courts, such as those cases resolved favorably at a settlement conference or before the Office of Administrative Law.

The HCPA was passed by Congress to protect handicapped pupils and their families by making it less burdensome economically to pursue remedies privately under federal special education laws. As Senator Lowell P. Weicker stated, the chief sponsor of the bill and the parent of a person who has Down syndrome, "Without this remedy, many of our civil rights would be hollow pronouncements available only to those who could afford to sue for enforcement of their rights."

‡Mr. Hinkle, a long time advocate of persons with disabilities, is in private practice in Trenton, New Jersey.

II. LAW AND LEGISLATION

FEDERAL

1. Vigilance is in order now that the Federal government has assumed a considerable responsibility for early intervention. The funds must be there if states are to be expected to pursue this task.

2. The Handicapped Children's Protection Act, P.L. 99-372 Parents who prevail can be reimbursed for legal fees incurred at the administrative due process level. The law's legislative history strongly suggests that parents may collect fees for cases resolved in administrative proceedings without court action.

It is expected that judges will have to resolve some of the more technical points of the law with reference to who prevailed and what fees, if any, are due. One of the major benefits parents will realize from the law is that they can now afford to obtain the services of their own expert witnesses to counter the testimony of the school's professionals at hearings.

STATE

3. A-986 and S-1181, are pieces of legislation that are logical extensions of the Amendment to the C Abuse Act-1984. Their purpose is to assure appropriate medical care to the newborn including tho born with disabilities. They have not yet been signed into law. The Senate has passed their version bu the Assembly has yet to act on Assemblymen Doria's version. I personally heard the Speaker, Chuc Hardwick state that he would post the bill for a vote. Hopefully, the Assembly will act on this propose legislation in the near future. The Speaker's telephone number is [201] 232 3673.

4. Larry P. v. Riles [California Federal Court]

Judge Pickam's order [federal court] pertains to a 15 year-old court battle over the use of I. testing in evaluating and placing black students. This order goes beyond the scope of the original cas in that it establishes a complete prohibition against using I.Q. tests for identifying or placing blac pupils in special education.

5. North Carolina v. Crest Street Community Council [55 USLW 3048].

Deals with Attorney's Fees Awards Act. The Court reasoned that fee awards are allowed fo administrative-level work only in cases that eventually go to court.

III. MISCELLANEOUS

1. "Regular-Education Initiative"

This report by Madeleine C. Will, the assistant secretary for special education and rehabilitative services [OSERS], challenges the common practice of "pulling out" learning-disabled pupils from regular classrooms for special help in resource rooms. Ms. Will emphasizes the need for a partnership betwee special educators and classroom teachers in the early identification of children with learning problems. Ms. Will strongly endorses the concept of "mainstreaming". There is increasing evidence tha it is better academically, socially, and psychologically to educate mildly handicapped children with non-handicapped children, preferably within the regular education classroom.

The report endorses changes in the current delivery system via pilot programs while emphasizing "...in no case should existing protections be diminished, nor should the rights of individual children be denied" [p.p. 19]. Hopefully, some states involved in changing their delivery system will adhere to a similar sensitivity towards the rights of children with disabilities.

2. Dyslexia

New findings link a form of dyslexia with an inherited chromosome defect. The research could pave the way for improvements in diagnosis. One of the authors of the study was Dr. Herbert Lubs, University of Miami.

3. Down Syndrome

John D. Gearhart of John Hopkins University School of Medicine in Baltimore, said that scientists believe that Down syndrome is caused by an excess of normal gene products rather than from defective genes. He emphasized that the research would not produce a cure for Down syndrome and Alzheimer's disease.

4. Budget News

The Education of the Handicapped Act has been reauthorized for five years and special education funding has been increased $400 million. Total funding for special education will increase from $1.35 billion in fiscal 1986 to $1.74 billion in fiscal 1987. State special education grants will rise to $1.34 billion from the previous level of $1.15 billion. New special education funding for 1987 includes $180 million for handicapped preschoolers ages three to five and $50 million to be devoted to children from birth to two. Currently, less than half of the states have programs to serve children with handicaps younger than age five. Federal officials estimate that 70,000 3 to 5-year-olds across the country need special services that they are not now getting.

5. Special Education in Educational Reform

The National Regional Resource Panel on Effectiveness Indicators for Special Education has expressed some concerns that special education students might be overlooked in the movement towards excellence in Education. They have developed effectiveness indicators for Special Education. The

suggestions address such areas as a program's philosophy; policies in relation to parent, student, and community involvement; evaluation procedures; resource allocation; the program's instructional content; the teaching practices used; and the desired outcomes.

5. Grant

SNIP has received a grant from The New Jersey Fund for the purpose of creating a video on the IEP process. Special Needs Coalition of Parents and Professionals has offered to assist in writing the script and Professor George Voller, Chairman, Department of Special Education, Jersey State College has agreed to critique the final product which is scheduled for completion by June. A professional video company will produce the film which will be designed for use in parent and or professional workshops.

IV. SOME INSIGHTS INTO PARENT ADVOCACY

1. The law guarantees your child a program from which he/she can "benefit".
2. An independent evaluation is helpful in developing a point of reference.
3. Professional credentials are not a guarantee of competence.
4. Any general statements, about "children with---------disability are ----------", should be considered totally inappropriate and should be challenged.
5. Parent support groups can be a wealth of medical and educational information.
6. Maintain a positive attitude about your child. You are your child's primary advocate.
7. Be alert for professionals who focus on the negative ["can't do"].
8. Avoid emotional confrontations with professionals, you may get sympathy but not respect as a equal partner in the process.
9. The parent advocate should be gracefully firm.
10. Recognize that the professionals need room to change their positions without losing face.
11. Realize that a variety of pressures influence the professionals in the decision making process. It is your responsibility to maintain the proper focus of the meetings, which is your child's individual educational interests.
12. Avoid all explicit or implicit attempts to intimidate the professionals. Your knowledge of your child's legal rights will alert all involved to respect your opinions.
13. Always adhere to the established procedures in the law. Do not consider any steps in the due process procedures as futile without the advice of an advocate or legal counsel.
14. Maintain records of all communication with the professionals including telephone and other oral communication. You might consider following up any discussions or telephone conversations with a letter, "As per our conversation, I understand ..."
15. Attempt to develop "a friend in court" relationship with members of the the Child Study Team [CST] and teachers. Instinctively, professional educators tend to advocate for the children in their care. Other pressures may restrict their advocacy but a parent can free them from those restraints by addressing their "professional opinions" on the child's program.
16. Establish frequent non-crisis contacts with professionals.
17. Remember, you know your child best.
18. Evaluate yourself as a parent advocate and work on developing your skill in advocacy.
19. Don't be rushed into accepting anything. Don't hesitate to ask for time to think about what has been proposed.
20. Insist that the professionals speak to you in language that you understand. You should not be embarrassed if you do not understand "educational jargon". Whatever the reason for the existence of "educational jargon" clarity is not one of them.
21. Be careful of oversimplified statements such as "meet his needs". Make sure that your idea of "his needs" corresponds to what the professionals have in mind.
22. Compromising with a school district may be in your child's interest under certain circumstances. If the compromise results in the denial or significant limitation of an essential service then you would be unwise to commit yourself to such an agreement.
23. Join or create a special needs PTA in your school district. The advantages are too numerous to mention.
24. Parent advocates might consider becoming a member of the board of education or at least identifying a candidate and offering your support if he/she shares your views on educational programs for children with special needs. This is definitely worth the time and effort.

VI. CONFERENCE DATES

1. Association for Children and Adults With Learning Disabilities, International Conference, San Antonio, Texas February 25 - 28, 1987. Contact [412] 341-1515.
2. "Issues in Autism: 1987", March 21, 1987. Contact [609] 895 0190.
3. 65th Annual Convention, Council for Exceptional Children, Chicago, IL.. Contact CEC, April 20-24. Contact [703] 620-3660.
4. National Society for Children and Adults With Autism, Detroit, July 8 - 11. Contact [202] 783-0125.
5. Association Retarded Citizens 38th Annual National Convention, October 15-17, Washington D.C..
6. American Speech-Language-Hearing Association, New Orleans - November 13-16. Contact [301] 897 5700.

VII. PLANS FOR 1987

We have had to make major cuts in our proposed program for 1986 but we hope to reinstitute some of those plans for 1987. We intend to conduct two workshops. One in September and another in early December. The two locations being considered are Brookdale College in Monmouth County and Jersey State College in Jersey City. We will introduce our video on IEP's at this time and we hope to provide workshops on such major topics as the proposed changes in special education, Early Intervention and medical care for newborn children with disabilities.

We would like to thank those who contributed so generously several times last year. Hopefully, we will be able to get through this year without bothering you for more than the initial membership. We have raised the dues to $20.00. Again, this money is used strictly for the postage costs involved in our newsletter; volunteers have continued to absorb all other costs and we have no employees. Thank you for your past support and please continue to assist us in helping others help themselves.

NAME

ADDRESS

PARENT ADOVOCATE---PROFESSIONAL---FRIEND---SELF ADVOCATE---

SPECIAL NEEDS INVOLVEMENT PROJECT

RAYMOND WATERS, PRESIDENT

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WHEN YOU WRITE TO YOUR CONGRESSMEN.....

BE PERSONAL...
- Tell you own story, whether you are a handicapped person, a parent, or other interested person.
- Use your own words and say what you think is important.
- Unless hand-writing is especially difficult for you, don't type.
- Don't send photocopies of carbons--a very short letter is better than a mass-produced masterpiece. Congressmen get bushels of mail every day and won't read what looks like a form letter.

BE DIRECT...
- Mention specifically what legislation you favor or oppose.
- Tell why
- Use simple and direct sentences.

BE ASSERTIVE...
- Never forget that elected officials work for you--as a voter, you hire them, and as a tax-payer you write their paychecks.
- Don't ever feel that you don't have anything to say. We all have stories to tell and a view to share.
- Don't hesitate to follow-up with a phone call, a visit to the local office, or another letter.

AND BE QUICK...
- The decisions are being made right now.
- Put your letter in the mail, even if you only have time to write two lines.

AND REMEMBER...
- If we don't speak on behalf of handicapped people, our Congressmen will have no way of knowing we exist.

The attached sample letters are intended only to show you some of the kinds of arguments and experiences you might share.

They are probably longer than you would want to write. They are also fictitious, combining, the stories of several different people.

You can tell your own story, and be sure that no one else can tell exactly as you can. By sharing your experience, you can help elected officials "walk a mile in your shoes."

2500 Main Street
Somewhere, S.C. 29000
May 2, 1981

The Honorable John Smith
U.S. House of Representatives
Washington, D.C. 20515

Dear Congressman Smith;

My six year-old daughter has spina bifida. The doctors say she never be able to walk and may have other serious health problems. She is also mildly mentally retarded. I don't know very much about it yet. But I am doing my best to help her develop the abilities she does have. She is as much my child as my other children and is entitled to the care and love she needs.

I work very hard, but I can't do everything. I need the help of the rest of society to make a good life for my daughter. I have been given strength by the fact that laws do exist to protect my daughter's rights. The Education for All Handicapped Children Act, The Rehabilitation Act of 1973, and the Bill of Rights of Developmentally Disabled Persons Act have shown me that our country does care.

I hope you will give all your support to continuing the laws which guarantee to my handicapped child the same rights which other children enjoy. I need your support as my daughter needs mine.

Sincerely,

Linda Doe

2500 Main Street
Somewhere, S.C. 29200
May 20, 1981

The Honorable John Smith
U. S. House of Representatives
Washington, D.C. 20515

Dear Congressman Smith:

I was born with cerebral palsy. When I started school there were no special programs for handicapped people in my District but some parents got together and made a program to help me learn to write, to speak better, and to get around. When I finished school, I had a good record, but no college would accept me. They said they had no programs for the handicapped and wouldn't listen when I said I didn't need any special help except to get to class without steps. After four years, I finally got in. Someone told me that a new law, Section 504, entitled me to "reasonable accommodation" in college. After college, there was more trouble. I was trained as a computer operator, but kept getting turned down for jobs because my speech is not very clear-especially when I'm nervous, in a job interview. After two years of part-time and temporary work, I got a job with a company which told me that before Section 503 they would not have known how to deal with a person like me, but now they were willing to give me a chance. Two weeks ago I got promoted to a position of more responsibility. I also filed an income tax return for the first time.

I am writing because I want you to know that I have been able to support myself and live very much as other people do. For a long time, I was afraid that I'd never be able to do what I'm doing now.

I also want you to know that it was largely because of federal laws that I was able to do it. It was not always enough that I was determined to succeed and that my family backed me up. It was not even enough that I had a good mind and lots of ability. I had to have law on my side.

I have read that current Congress is considering re-writing all the laws affecting handicapped people. I agree that changes are needed. But I urge you not to weaken those laws which protect my rights:

1. The Education for All Handicapped Children Act.

2. The Rehabilitation Act of 1973, Title V.

3. The Bill of Rights for Developmentally Disabled Persons.

These laws have helped me to help myself. Please back me up in a critical time.

Sincerely yours,

Billy Doe

BD/t

3500 Main Street
Somewhere, S.C. 29000
May 20, 1981

The Honorable John Smith
U.S. House of Representatives
Washington, D.C. 20515

Dear Congressman Smith:

I am employed by the Somewhere school district as a teacher of mentally retarded children, I am writing to you because, although my students are learning a great deal in my class, they are not yet able to write to you themselves. If they could, they would want you to know about their futures. I don't know everything they think but I am pretty sure about a few things.

First, my students want to grow up to be as independent as they can. They want to be able to live in their communities, even when their parents become unable to take care of them, to learn as much as they can about their world, and to earn and manage money. Although they will continue to need someone to lean on from time to time, I'm convinced that they will make it.

Second, they want to be appreciated as unique human beings with talents as well as limitations. As members of the human community, they want recognition of their dignity and rights. They don't want to be forgotten and neglected as so many mentally retarded people have been.

These two goals--independence and dignity--are not unique to mentally retarded people. In fact, they are the reasons that our nation was founded. They have been embodied in laws from the beginning. But right now things are happening in Washington which are seriously threatening my student's dreams of independence and dignity.

Naturally, as a special education teacher, I'm concerned about proposed cuts in federal funding to education; however,there are other pieces of legislation which are even more important to my students.

1. The Education for All Handicapped Children.

2. The Rehabilitation Act of 1973, especially Title V.

3. The Bill of Rights for Developmentally Disabled Persons.

These three laws affect many aspects of American life, and are very important to my student's desires to learn, to grow and to live in independence and dignity.

I hope you will use all your influence in Congress to protect the rights of handicapped people. You have always been a strong advocate for all the citizens in your district and I am sure you will be especially strong on behalf of those who cannot speak for themselves.

Sincerely yours,

Marie A. Coe

American Foundation for the Blind, Inc.

GOVERNMENTAL RELATIONS
1615 M Street, NW
Suite 250
Washington, DC 20036
(202) 457-1487

10

HELEN KELLER
Counselor
1924-1968

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An Equal Opportunity Employer

September 2, 1987

Mr. Henry H. Hedgecock
2895 State Road
Rt. 49, Box 426
RD #2
Blossvale, N.Y. 13308

Dear Henry:

I have enclosed an up to date listing of the state lead agencies designated to implement Part H services for infants and toddlers with disabilities provided through the Early Education Amendments of 1986, P.L. 99-457.

We still do not have regulations to implement Part H so the Department of Education is going to award funds based on the statute itself.

Also, I believe I mentioned that the Office of Special Education Programs scheduled a meeting for August 26th to discuss monitoring and compliance issues for P.L. 94-142 programs. I understand that the meeting was not all that conclusive. The agenda centered around the issue of whether or not draft reports on compliance review would, at any point, be made available to the public. I will have the minutes of the meeting in about a week and will forward them to you.

You may want to consider whether any of the above material would be of interest for the NAPVI newsletter.

Sincerely,

Alan M. Dinsmore

Alan M. Dinsmore
Legislative Network
Coordinator

Encl: (1)

bcc: A. Zambone w. encl.
K. Huebner w. encl.

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A.M.Z.

need to ask questions about the goals, objectives, activities, and tasks proposed on individual plans. The following criteria and questions reflect a new way of thinking about programs:

Age-Appropriate: Would these *materials* be used by a nondisabled person of the same chronological age?—Would these *skills* be performed by a nondisabled person of the same chronological age?

Community Referenced: If objectives are met, will there be *participation* in a variety of integrated community settings?—Are objectives meeting basic skills needed in the *future*?

Functional: If the person does not learn skills described in the objective, will *someone else have to do those activities*?—Do the activities involve *mutual interaction* with nondisabled peers?

Generalization: Are skills taught or performed with *natural cues and reinforcement*? Are the skills taught in the *natural settings* where they will need to be performed (home, community setting)?

Choice: Are the objectives based on *comprehensive assessment* that emphasize strengths of the individual?—Do the objectives reflect individuals *choices and interests*?—Do the objectives reflect family's *choices and interests*?

P.L. 94-142 has created a new generation of parents. The will not accept poor services or no services. They will reject institutions, group homes, day activity programs, and sheltered workshops. This generation of parents knows that security does not come with bricks and mortar but with mandates, funding, advocacy, and eternal vigilance. The Developmental Disabilities Act language acknowledges these different expectations.

The Developmental Disabilities Act also minimizes the use of out-of-date language referring to continuum of services and use terms such as "array" and "supports," replaces terms such as "facilities" which means specially constructed buildings, with terms like "programs" which means the use of regular housing and community settings.

The Developmental Disabilities Act includes a section on assistive technology which holds the greatest p omise for change in the future lives of people with developmental disabilities.

The Developmental Disabilities Act calls for a comprehensive study for persons who are developmentally disabled but who are not mentally retarded. There is recognition that in some states, developmental disabilities has become a synonym for mental retardation. In some states, the term "developmental disabilities" is in name only and does not reflect practice of serving people with other disabilities.

According to the Developmental Disabilities Act, the Developmental Disabilities State Planning Councils "will serve as an advocate for all people with developmental disabilities." Councils can use their influence to build communities to support individuals with developmental disabilities in several ways:

- Consumers and parents can be encouraged to ask questions about their individual programs. They can be encouraged to visit other programs, join national organizations, and find out what is possible.
- Policy makers can be educated through information, tours, and discussions with consumers and families. Policy makers can be asked whether the services funded lead to valued outcomes such as independence, productivity, and integration into the community.
- Staff and board members of service providers should be aware of state-of-the-art programs, review practices to ensure individuals are treated with respect and dignity, and revise programs to ensure activities are state-of-the-art and responsive to the needs and choices of people.
- Citizens, friends, and neighbors should be asked to help reconnect people with disabilities to their communities. These individuals can also be asked to visit services as informal monitors. The community should be approached on behalf of the capacities and capabilities of individuals with developmental disabilities, not just needs.

The New Federal Program For Infants And Toddlers With Disabilities

(The Early Education Amendments of 1986, Public Law 99-457)

by Philippa Campbell, Ph.D.

Many parents, program administrators, teachers, and therapists are aware of the passage of P.L. 99-457. Some even know that the law contains provisions for infants and toddlers, birth through two years of age, and for preschoolers, aged three to five, as well as contains other amendments to P.L. 94-142. Most people across the country are excited about the new law, despite the misinformation and confusion that sometimes occurs in the implementation phases of any new program. Most parents and professionals want to know how the law will impact on existing services, and what effects this legislation will have on the development and implementation of comprehensive, quality services for families and their infants and toddlers with disabilities.

First of all, in passing P.L. 99-457, Congress amended P.L. 94-142 to add Part H, the Program for Infants and Toddlers with Handicaps. In so doing, the Congress recognized that each state had certain individualities in areas such as current level of services, mechanisms for service delivery, types of infants and toddlers eligible for services, geographical distribution of families and children, and extent of available and trained personnel.

Part H of the Education of the Handicapped Act is substantially different from Part B, the existing part that has provided the mandates governing special education. For the most part, only State Education Agencies (SEAs) are eligible to apply for Part B funds. The Governor of a state must designate an agency to be the lead agency and applicant for Part H funds. This lead agency may or may not be the SEA. Part B requires the development of an *Individualized Education Program* (an IEP) which specifies the special education and related services that a child will receive. Part H requires an *Individual Family Service Plan* (an IFSP) which describes the types of early intervention services that will be provided for a family and their infant or toddler. The essential services under

Part B are special education and those related services necessary to benefit from special education. Part H describes a variety of services, including occupational therapy, speech pathology, special instruction, and family services. The Congress recognized that no one agency or organization would be able to provide the comprehensive range of services needed by families and their children. Therefore, Part H requires the Governor to establish a State Interagency Coordinating Council to provide mechanisms for interagency collaboration on a state level. Finally, Part H includes a provision for case management to ensure that the family and infant-toddler receive coordinated services from a variety of community agencies.

The Part H legislation does not mandate state participation but, rather allows the Governor of each state to decide whether or not the state will participate in the program. At this point in the implementation of the Infants and Toddlers Program, all states except one have elected to participate in the program (and the Governor of this state is currently deciding the State's participation.) The Governor of each State must (a) designate a lead agency, and (b) appoint a State Interagency Coordinating Council, in order for a state to participate in the federal program for Infants and Toddlers. Governors of the 49 states and the District of Columbia have appointed Departments of Education in 18 states, Departments of Health in 14 states, Departments of Human Services in 8 states, and othe agencies, such as Mental Health and Mental Retardation or Developmental Disabilities in the remaining 11 states (see Table 1).

The Interagency Coordinating Council is described within Part H as composed of 15 members, with the majority of members selected on the basis of specific representation. For example, three members of the Council must be parents of infants and children with disabilities, under the age of six. One member must be a member of the State Legislature. States where an Interagency Coordinating Council existed before the law was passed may use the existing Council if the members are in conformity with those specified in the legislation and if the Governor will appoint additional members that may be needed to meet the representation requirements. All states currently have Councils in place.

State lead agencies submitted their applications to receive funding under the Program for Infants and Toddlers with Handicaps for FY 1987 on June 30th. The Office of Special Education Programs is currently reviewing applications and awarding funds. Each state receives an amount of money that is based on *census* figures for the number of infants and children from birth through two years who reside in that state. This year, funds were awarded under the Statute, itself, since the proposed regulations for this Program have not yet been published. Each state was required to (a) list the number of administrative positions and the percent of each of those personnel who would be paid for through Part H funds, and (b) describe the activities that would be undertaken using

TABLE 1.

PART H LEAD AGENCIES
(Correct as 7/30/87)

TOTALS	LEAD AGENCY
1. Alabama	Education
2. Alaska	Health
3. Arizona	Economic Security
4. Arkansas	Human Services
5. California	7/2 Phone Conversation/DD/ letter to be sent to Bellamy
6. Colorado	Education
7. Connecitcut	Education
8. Delaware	Education
9. District of Columbia	Human Services
10. Florida	Education
11. Georgia	Human Resources
12. Hawaii	Health
13. Idaho	Developmental Disabilities
14. Illinois	Education
15. Indiana	Mental Health
16. Iowa	Education
17. Kansas	Health
18. Kentucky	Have letter/Human Resources (6/26)/ submit 7/15
19. Louisiana	Education
20. Maine	Interagency Council-Human Services
21. Maryland	Governor's Office/Children & Youth
22. Massachusetts	Health
23. Michigan	Have letter/Education
24. Minnesota	Developmental Disabilities
25. Mississippi	Health
26. Missouri	Have letter/Education
27. Montana	Developmental Disabilities
28. Nebraska	Education
29. Nevada	Human Resources
30. New Hampshire	Education
31. New Jersey	Education
32. New Mexico	Developmental Disabilities
33. New York	Health
34. North Carolina	MH/MR/SA
35. North Dakota	Human Services
36. Ohio	Health
37. Oklahoma	Education
38. Oregon	Developmental Disabilities
39. Pennsylvania	Human Services
40. Rhode Island	Coordinating Council
41. South Carolina	Health
42. South Dakota	Education
43. Tennessee	Education
44. Texas	Health (IA Council)
45. Utah	Health
46. Vermont	Education
47. Virginia	MH/MR/SA
48. Washington	Health & Social Services
49. West Virginia	Health
50. Wisconsin	Health & Social Services
51. Wyoming	Health
52. Guam	Education
53. Puerto Rico	Education

these funds. Activities must relate to planning, developing, and implementing a statewide, comprehensive system of early intervention services, to providing services for children who would be otherwise unserved, or to extending services to include those that were otherwise not available.

The intent of the legislation is to provide states with an opportunity to systematically and longitudinally develop an Early Intervention System. Legislation describes 14 components of an Early Intervention System that must be in place by the fifth year of a state's participation under the Program. These include: (1) definition of developmental delay; (2) time tables for delivery of services before the fifth year of participation; (3) timely, multidisciplinary evaluation of the needs of the family and of each infant and toddler in the state; (4) an IFSP and case management for all infants and toddlers; (5) Child Find procedures, consistent with those outlined in Part B of the Education of the Handicapped Act (P.L. 94-142); (6) public awareness; (7) central directory; (8) Comprehensive System of Personnel Development; (9) lead agency; (10) a contracting policy; (11) a procedure for the timely reimbursement of funds; (12) procedural safeguards; (13) training standards for all early intervention personnel; and (14) a system for data collection. States who submitted applications for FY 1987 funds addressed these components selectively. State applications reflect activities that had previously been undertaken before the passage of the legislation as well as some activities related to extending services for families and infants, a component that was not required by the legislation in a state's first year application.

At some point in the future, proposed regulations for the Part H program for Infants and Toddlers with Handicaps will published in the *Federal Register*. A 60-day period will follow during which time parents, professionals, various organizations and constituency groups, and the public at-large have an opportunity to submit written comments. Regulations for a law provide guidance concerning requirements necessary to implement the law. Further clarity concerning provisions of the Program for Infants and Toddlers will be contained in these regulations, when they are adopted in final form. Individuals with an interest in this Program and its implementation should carefully review proposed regulations and submit written comments before the regulations are finalized.

Living In The Community: A Policy Analysis Of A UCP Project

(Part Two of Three)
by Steven J. Taylor, Ph.D.

(In 1986, the Center on Human Policy's Community Integration Project selected the United Cerebral Palsy Association of Pittsburgh to receive technical assistance and training during this fiscal year [October 1986 through September 1987]. As part of the technical assistance project, Steve Taylor developed a report containing the findings and recommendations of an in-depth review of the "Supported Housing Demonstration Project." In the last issue of *Word From Washington*, we described how the Supported Housing Demonstration Project was developed and how it is perceived by the people who are supported to live in the community through the project. This article analyzes program models and practices and their effects on individuals.)

Description of Program Models and Practices: United Cerebral Palsy and Three Rivers Center for Independent Living (TRCIL)

United Cerebral Palsy and Three Rivers Center for Independent Living have adopted contrasting approaches to supporting people with disabilities in the community.

Like other United Cerebral Palsy affiliates, UCP of Pittsburgh operates a range of residential, day program, and supported programs. Established over 35 years ago, major funding for the agency comes from a variety of public and private sources, including state and county contracts and purchase of service arrangements, third party payments for services, United Way funds, and proceeds from fund-raising drives.

UCP of Pittsburgh is marked by a willingness to develop new service models and approaches. In reviewing UCP's programs and the Supported Housing Demonstration Project, one is struck by UCP's ability to get new projects off the ground: to bring together policymakers and providers, to obtain external funds, to solve problems that would stand in the way of most agencies. It is doubtful that the Supported Housing Demonstration Project would ever have gotten beyond the idea stage were it not for UCP's perseverance and tenacity.

Founded in 1980, TRCIL offers a range of independent living, housing, peer support, counseling, and advocacy services and receives more funding from federal and state dollars earmarked for independent living centers. Three Rivers also administers the Attendant Care Program funded by the state Department of Public Welfare. As an independent living center, TRICL is characterized by a strong commitment to consumer control, choice, and self-determination. One of the strengths of TRCIL is that approximately half of its staff is composed of people with disabilities.

United Cerebral Palsy: Cluster Apartments

For the Supported Housing Demonstration Project, UCP operates and staffs two "clusters" one located at Versailles Castle apartments in North Versailles Township and one located at Lindenbrooke apartments in the Bethel Park area. Each cluster consists of four two-person apartments for clients plus one staff apartment. Through the County IMPAC program, the apartments were renovated to make them accessible to people with mobility impairments. At both clusters, the apartments are interspersed between apartments occupied by nondisabled people.

The design of the cluster program is that people will move into their own apartments and live more independently as they gain additional skills in community living.

The clusters are both staffed by 12 to 14 full- and part-time staff, in addition to a supervisor who lives at the staff apartment. All of the staff are employees of UCP. During the week, one part-time staff member works at each apartment from roughly 6:00 a.m. to 9:00 a.m. and one full-time staff member works from approximately 3:00 p.m. to 11:00 p.m., although these hours may vary from day to day. The supervisor is on-call at night from Sunday through Friday and is readily accessible to clients through an intercom system. On weekends, a different complement of staff takes over. As the supervisor is off from Friday afternoon to Sunday evening,

SECTION 504: Nondiscrimination on the Basis of Handicap

(The Civil Right Law for Disabled Individuals)

What the Law Says

Section 504 of the Rehabilitation Act, enacted 1973, is the first civil rights law guaranteeing equal opportunity for more than 35 million handicapped Americans. Section 504 says:

> No otherwise qualified handicapped individual...shall, solely by reason of his handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance or under any program or activity conducted by an Executive agency or by the United States Post Office. (Emphasis added).

Which Programs are Included:

The programs which receive federal financial assistance, and which are therefore prohibited from discriminating under Section 504, often include: public and private schools and colleges; mass transit systems, hospitals and clinics; welfare, social service, and rehabilitation programs; legal service programs; and housing programs.

THE FEDERAL ASSISTANCE MAY BE DIRECT OR INDIRECT

In order for a public or private entity to be covered by Section 504, the federal assistance may be direct or indirect. In other words, the financial assistance may take the form of funds, services of federal personnel, or property (real or personal), or simply the use of such property. The assistance may be by grant, contract, loan or other arrangement.

Who is Protected

It is important to clarify which persons are protected by Section 504. A handicapped individual is defined generally as "any person who (a) has a physical or mental impairment which substantially limits one or more major life activities, (b) has a record of such an impairment, or(c) is regarded as having such an impairment." To be protected from discrimination under Section 504, the person must be a "qualified" handicapped person. This means that with "reasonable accomodation" the person must meet the essential eligibility requirements of the program or service. In employment matters, for example, the person would have to be able, with reasonable accommodation by the employer, to do the essential functions of the job.

What Programs Must and Must Not Do

Among the requirements, programs affected by Section 504:

(a) must not, on the basis of handicap, exclude a qualified handicapped person;

(b) must take reasonable steps to ensure that qualified handicapped individuals have equal opportunity to benefit from the program; and

(c) must allow qualified handicapped persons to participate in as integrated a setting as possible.

Some of the most important areas of protection under Section 504 are: employment, program accessibility, and effctive communications.

Public Law 99-457

PL99-457 Amendments to the Education of the Handicapped Act authorizes a new preschool program for three to five year olds and an early intervention program for handicapped infants and toddlers and for other purposes.

What does the New Law Cover?

- It expands the Education for All Handicapped Children (EHA) Act to include preschool children age 3 to 5 years. (Repealing the existing Pre-school Incentive Grant Program which in 1985-86 reimbursed school systems with $110 per child between ages of 3 and 5).

- It establishes a new Early Intervention State Grant Program for infants and toddlers from birth to age 2.

- It expands and improves various discretionary programs within the EHA programs

Title I: Handicapped Infants and Toddlers

Congress finds an urgent and substantial need to:

- Enhance development and minimize potential for delay
- Reduce educational costs
- Minimize likelihood of institutionalization
- enhance capacity of families to meet the special needs of their children

Therefore, it will be the US policy to provide financial help to states to:

1. Plan, develop and implement a statewide, comprehensive coordianted multidisciplinary interagency program of Early Intervention (E.I.) services.
2. Facilitate coordination of payments from public and private sources of money
3. Enhance its capacity to provide quality EI services and expand/improve existing services
4. Handicapped infants/toddlers mean indiviuals from birth until they reach their third birthday and are:

   - experiencing developmental delays

   - have diagnosed physical or mental condition which has a high probability of resulting in a developmental delay in one or more of the following areas--cognitive development, physical development, language/speech development, psychosocial development, self-help skills.

What are early intervention services?

- They are provided under public supervision.
- Services are provided at no cost to parents except where fed/state laws allow.
- They meet developmental needs across the five areas
- They meet state and federal standards.
- Services may include but are not limited to family training, counseling, special instruction, speech pathology, occupational therapy, physical therapy, case management, medical services for diagnostic purposes, and health services necessary to enable the child to benefi from other early intervention services
- Qualified personnel will provide these services.

To receive a state grant:

The following target timelines have been put in place to facilitate the implementation of this law:

- First two years -- governor must designate a lead agency
  governor must establish an interagency coordinating council

- Third year -- state must demonstrate that it had adopted a public policy for a statewide system

- Fourth year -- state must demonstrate that its system in in place

- Fifth year and thereafter - must make available services to all eligible infants and toddlers

How will services be delivered?

An Individualized Family Service Plan (IFSP) will be developed which will include:

- a multidisciplinary assessment and identification of appropriate services
- a written IFSP by a multidisciplinary team and with the parent/guardian
- a statement of the family's strengths and needs relating to enhancing the child's development
- identification EI services including frequency, intensity and method of delivery
- major outcomes expected for child and family; criteria for determining progress
- projected dates
- name of a case manager from profession most relevant
- procedures for transition to Part B (Pre-school) services.

The IFSP will be evaluated at least once a year, and must be reviewed every six months or more often where appropriate.

Title II Handicapped Children aged 3 to 5

When must the Pre-school Provisions of PL99-457 be implemented?

- States must guarantee in their P.L.94-142 state plans that all children with handicapped children will be served by school year 1990-91 with an additional year granted to the states if Congress fails to appropriate the necessary funds.

- Under any circumstance all children with handicaps ages three to five must be served by school year 1991-92.

- Failure to serve all children ages 3-5 years will result in loss of the state's funds under the pre-school grant, ability to count the 3-5 year olds in the 94-142 child count along with the funding attached to that reimbursement formula and any discretionary grants under EHA specifically related to preschool.

What are the Provisions of the Law for Pre-School Children?

- Preschool services will generally be defined according to the requirements, rights and protections under PL94-142.

- In effect, a free, appropriate public education to all children with handicaps from age 3 must be guaranteed, including provision of an Individualized Education Plan, Least Resrictive Environment and due process protections, appropriate parental involvement and other basic PL94-142 provisions.

- Unique requirements for this group include:

  * Children with disabilities in this age group will not need to be labeled with a specific disability.

  * Since family services play an important role in pre-school programming, instruction for parents to the extent desired by the parents, is an appropriate provision within the IEP.

  * Service delivery models can range from part day home based to full day center-based, depending on the unique needs of a particular child.

  * The program will be administered through state and local education agencies who may contract with other public and private agencies, programs and providers in order to provide the full range of services to comply with the law.

How will funds be provided to states for Pre-School Children?

- In passing the legislation Congress is promising a substantial increase in federal funding for preschool services.

- Congress must decide each year exactly what amount it will appropriate; regardless of the amounts however, the full mandate is applicable starting in 1991.

- Pre-school grant and PL94-142 State Grants are forward funded (i.e. funds appropriated for FY 1987 are made available on July 1, 1987 for use in school year 1988-1989)

Fact Sheet developed from presentation by Joseph Ballard, Associate Director for Governmental Relations, Council for Exceptional Children at the meeting of the American Foundation for the Blind Early Years Advisory Committee Meeting, January 21, 1987 by Diana Cuthbertson, Involve, New Jersey, Inc.

Federation For Children With Special Needs

312 Stuart Street • 2nd Floor • Boston, Massachusetts 02116
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Fact Sheet on P.L. 94-142

EDUCATION OF ALL HANDICAPPED CHILDREN ACT

This act assures that all handicapped children have available to them a free, appropriate public education designed to meet their unique needs and to assure that the rights of handicapped children and their parents or guardians are protected.

What? P.L. 94-142 is a law guaranteeing a full program of academic and related services to all handicapped children.

Who? Handicapped children means those evaluated as being mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multi-handicapped, or as having specific learning disabilities, who because of those impairments need special education and related services.

Ages? The act encompasses all handicapped children ages 3 - 21.

Identification:

Local educational agencies are responsible for identifying, locating, and evaluating children with special needs. This includes children in all public and private agencies.

Required Special Education Services:

IEP After evaluation, an Individualized Education Plan (IEP) is to be developed for each child with special needs. This written statement must adhere to the following procedures:

1) The IEP must be in effect before the services are provided: it is to be implemented as soon as possible, with no undue delays;

2) The IEP is to be written within 30 calendar days after the child is determined to need special education and related services.

3) The IEP must be reviewed at least once a year;

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4) The participants at any meetings called for the purpose of developing, reviewing, or revising a child's IEP shall be:

- a representative of the public agency who is qualified to provide, or supervise the provision of, special education
- the child's teacher
- parents
- child (when appropriate)
- any other individuals at the discretion of the parent or agency

5) First evaluation meeting: When a child has been evaluated for the first time, the following person(s) must also participate:

- a member of the evaluation team, or
- some other person who is knowledgeable about the evaluation procedures used with the child and is familiar with the results of the evaluation. (This person could be the public agency representative, the child's teacher, or some other person.)

Notification

Parents must be notified of meetings early enough to ensure the opportunity to attend.

- Meetings must be scheduled at a mutually convenient place and time. If parents cannot attend, the local educational agency must use individual conferences or telephone calls to ensure parental participation.
- The agency must provide an interpreter for a deaf parent or for a parent whose native language is one other than English.
- A parent, on request, receives a copy of the IEP.

Related Services

These include transportation and such developmental, corrective, and other supportive services as are required to help a handicapped child to benefit from special education. Examples include:

- transportation
- physical and occupational therapy
- psychological services
- speech pathology and audiology
- counseling
- medical services for evaluation and diagnosis
- physical education and recreation

Due Process Procedural Safeguards:

Parental Consent

Parental consent is voluntary and can be revoked at any time in the process by the parent. Where the parents withold or revoke consent, their child is nonetheless still entitled to receive all educational services to which the parents do not object and which are either part of the child's IEP or part of the regular education services he normally receives.

Records

Parents can review and copy records, and can request that their child's records be amended where the records are inaccurate or misleading or violate the child's rights. If the agency refuses to amend the records, the parents have the right to have a hearing on this issue.

Independent Evaluation

"Independent educational evaluation" means an evaluation conducted by a qualified examiner who is not employed by the public agency responsible for the education of the child in question.

A parent has the right to an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the public agency. However, the public agency may initiate a hearing under 121a.506 of this subpart to show that its evaluation is appropriate. If the final decision is that the evaluation is appropriate, the parent still has the right to an independent educational evaluation, but not at public expense.

Least Restrictive Environment

A child shall be educated to the maximum extent appropriate with non-handicapped children. This includes non-academic and extra-curricular activities, such as meals and recess periods, as well as academic activities. The child's educational placement must be as close to the child's home as possible.

Hearings

A parent has the right to a due process hearing if any of these rights are denied.

FCSN 3/84

DEFINE ROLE-PLAY/SD. OWENS

PROBLEM/ISSUE/FACT	SECTION 504	PL 94-142	PL 94-482	STATE REGS.	MAJOR POINTS	SUPPORTING POINTS
Participants in IEP mtg.		121a.345 comment	440(1)(f)		parents may bring other people to the meeting	
		121a.344 (a)(5)			other individuals may be invited at the discretion of the parent or agency	
Access to school records	84.36	121a.562 (b)(3)			right to have representative of parent inspect and review records	parental consent must be obtained before personally identifiable information is disclosed
		121a.571 (a)				parents must be allowed access to records
Assurance of presence and participation of parent		121a.345			each public agency shall take steps to insure that parent(s) are present at each meeting - including ample notice and mutual agreement of time and place	
IEP review/rewrite	84.35(d)	121a.343 (d)			periodic review at least annually	recipient must establish procedures for periodic reevaluation
		121a.534				reevaluation at least every 3 years or more frequently if warranted or if requested

1-

PROBLEM/ISSUE/FACT	SECTION 504	PL 94-142	PL 94-402	STATE REGS.	MAJOR POINTS	SUPPORTING POINTS
Right to speech pathologist (OR other specialist and special services)	84.33(b)	121a.13 (b)(12)			speech pathology is a related service	appropriate education includes related aids and services
Right to vocational education/qualification	84.4 84.3(k)(3) Guidelines Sect IV N	121a.14 (a)(3) 121a.305	104.141 (f)(10) 104.102 (f)		where possible, a recipient must adjust those academic requirements to the needs of individual handicapped students	voc ed is part of special ed "qualified" handicapped person cannot be discriminated against - voc ed must be made available
Program continuation pending signing of IEP		121a.513			while any administrative or judicial procedure is pending, the child must remain in his/her present program	
Use of jargon		121a.345 (e) 121a.562 (b)(1)			public agency will take whatever action necessary to insure that parent(s) understand proceedings	parents guaranteed right to response from agency to reasonable requests for explanation and interpretation of records
Discriminatory testing	84.35(b)(3)	121a.532 (c)			tests must be nondiscriminatory as to handicap and must reflect aptitude not impairment	

PROBLEM/ISSUE/FACT	SECTION 504	PL 94-142	PL 94-482	STATE REGS.	MAJOR POINTS	SUPPORTING POINTS
Counseling student out of vocational education	84.4(b)(1)(1) Guidelines Sect V A&I		104.774(e)		counseling materials and procedures may not discriminate on the basis of handicap agency may not counsel toward more restrictive career alternatives	may not discriminate on the basis of handicap must train or retrain counseling/guidance personnel to meet the special needs of handicapped persons
Adaptations to participate fully in class	84.33 Guidelines Sect IV A	121a.13			supplementary aids and services must be provided when necessary for student to benefit from special education	alternative voc ed placement only when shown education of handicapped person in regula environment with aids and services cannot be achieved satisfactorily
Membership in clubs	84.37(a)(1)&(2)	121a.306	104.513(a)		non-academic and extracurricular activities (including special interest groups or clubs) must be made accessible	State voc ed funds can be used to support voc ed student organizations
Participation of student in IEP		121a.344(a)(5)			IEP meeting must include student if "adult" student or if "non-adult" when appropriate	
Number of meetings for IEP planning		121a.343			responsibility for initiating and conducting meetings to develop IEP lies with public agency	does not say anywhere there is a restriction to one meeting

PROBLEM/ISSUE/FACT	SECTION 504	PL 94-142	PL 94-482	STATE REGS.	MAJOR POINTS	SUPPORTING POINTS
Participants at IEP meeting other than required by law		121a.344 (a)			anyone knowledgeable about student at the request of the parent or agency	

JANUARY ACTIVITIES

NEWSLETTER

15TH -- Submit articles for 1st quarter Awareness

FUND RAISING

31st -- Submission of one proposal to charitable foundation
31st -- One personal contact to potential major donor
7th -- Include contribution opportunity in membership materials
15th -- Include contribution requests in newsletter

MEMBERSHIP DRIVE

7th -- Prepare membership renewal letter and forms
7th -- Prepare affiliate renewal information and forms

NOMINATIONS AND ELECTIONS

31st -- Begin consideration of notices and nomination

NOTICES AND ANNOUNCEMENTS

NATIONAL CONFERENCE

MEETINGS

10th -- planning for regional conferences in March - April

FEBRUARY ACTIVITIES

NEWSLETTER

1st -- Deadline for advertising in 1st quarter Awareness
5th -- Prepare mailing labels for Newsletter
15th -- Mail 1st quarter Awareness

FUND RAISING

1st -- Provide list of contributors Nov 1 through Jan 31 for newsletter acknowledgement

MEMBERSHIP DRIVE

1st -- Run mailing labels for renewal notice mailing
10th -- Mail renewal notices

NOMINATIONS AND ELECTIONS

Determine if incumbants are eligible and wish to run for office

NOTICES AND ANNOUNCEMENTS

NATIONAL CONFERENCE

MEETINGS

Regional Worshop

MARCH ACTIVITIES

NEWSLETTER

FUND RAISING

31st -- Prepare one proposal for charitable foundation
31st -- Make one contact with potential major donor

MEMBERSHIP DRIVE

NOMINATIONS AND ELECTIONS

NOTICES AND ANNOUNCEMENTS

5th -- Viewpoint mailed to affiliate and group presidents
-- Request agenda items for May Executive Committee Meeting

NATIONAL CONFERENCE

MEETINGS

APRIL ACTIVITIES

NEWSLETTER

15th -- Deadline for articles for 2nd Quarter Awareness

FUND RAISING

15th -- include information about contributing in newsletter

MEMBERSHIP DRIVE

NOMINATIONS AND ELECTIONS

15th -- Submit article announcing vacancies and criteria for nomination

NOTICES AND ANNOUNCEMENTS

NATIONAL CONFERENCE

MEETINGS

Regional Workshop

MAY ACTIVITIES

NEWSLETTER

1st -- Deadline for advertising in 2nd quarter Awareness
5th -- Prepare mailing labels for newsletter
15th -- Mail out 2nd quarter Awareness

FUND RAISING

1st -- Provide list of contributors Feb 1 through Apr 30 for newsletter

MEMBERSHIP DRIVE

NOMINATIONS AND ELECTIONS

NOTICES AND ANNOUNCEMENTS

NATIONAL CONFERENCE

MEETINGS

Executive Committee Meeting

JUNE ACTIVITIES

NEWSLETTER

FUND RAISING

30th -- One proposal to charitalbe foundation
30th -- One contact with potential major donor

MEMBERSHIP DRIVE

1st -- Prepare 2nd membership renewal notice
10th -- Prepare mailing lables for membership due notices
15th -- Mail 1st class membership due notice

NOMINATIONS AND ELECTIONS

30th -- Identify and recommend slate of candidates

NOTICES AND ANNOUNCEMENTS

5th -- Viewpoint mailed to affiliate and group presidents

NATIONAL CONFERENCE

MEETINGS

JULY ACTIVITIES

NEWSLETTER

15th -- Submission Deadline for 3rd quarter Awareness

FUND RAISING

15th -- Include information about contributions in newsletter

MEMBERSHIP DRIVE

15th -- Submit article to encourage membership

NOMINATIONS AND ELECTIONS

15th -- Article giving biographies of nominees and election schedule

NOTICES AND ANNOUNCEMENTS

NATIONAL CONFERENCE

MEETINGS

AUGUST ACTIVITIES

NEWSLETTER

1st -- Deadline for advertising 3rd quarter Awareness
5th -- Prepare mailing labels for newsletter
15th -- Mail out 3rd quarter Awareness

FUND RAISING

1st -- Provide list of contributors May 1 through Jul 31 for newsletter

MEMBERSHIP DRIVE

NOMINATIONS AND ELECTIONS

25th -- Prepare Mailing lists for election ballots
Seek nominations for award recipients

NOTICES AND ANNOUNCEMENTS

NATIONAL CONFERENCE

MEETINGS

15th -- Publish date and place of annual Board meeting

SEPTEMBER ACTIVITIES

NEWSLETTER

FUND RAISING

30th -- Proposal to receive federal grant
30th -- Contact with one potential major donor

MEMBERSHIP DRIVE

30th -- Select bonus gift for early membership renewal

NOMINATIONS AND ELECTIONS

1st -- Mail elections ballots (1st class with 1st class return)

NOTICES AND ANNOUNCEMENTS

5th -- Viewpoint mailed to affiliate and group presidents

NATIONAL CONFERENCE

MEETINGS

60 days before anual Board meeting request agenda items and give notice of time and place of annual meeting

OCTOBER ACTIVITEIS

NEWSLETTER

15th -- Deadline for articles for 4th quarter Awareness

FUND RAISING

15th -- Include information about contributions in newsletters

MEMBERSHIP DRIVE

15th -- Submit article to encourage membership renewal for newsletter

NOMINATIONS AND ELECTIONS

1st -- Count ballots and determine winners of elections
15th -- Submit article announcing election results

NOTICES AND ANNOUNCEMENTS

30 days prior to Annual Board meeting send minutes and fiscal report

NATIONAL CONFERENCE

MEETINGS

NOVEMBER ACTIVITIES

NEWSLETTER

1st -- Deadline for advertising in 4th quarter Awareness
5th -- Prepare labels for mailing of newsletter
15th -- Mail out 4th quarter Awareness

FUND RAISING

1st -- Provide list of contributors Aug 1 through Oct 31 for Newsletter

MEMBERSHIP DRIVE

NOMINATIONS AND ELECTIONS

Install new officers at annual board meeting
Propose Names for awards for following year

NOTICES AND ANNOUNCEMENTS

NATIONAL CONFERENCE

MEETINGS

1st Saturday -- Annual Board Meeting

DECEMBER ACTIVITIES

NEWSLETTER

FUND RAISING

15th -- File Form 990 to Internal Revenue Service for past fiscal year

MEMBERSHIP DRIVE

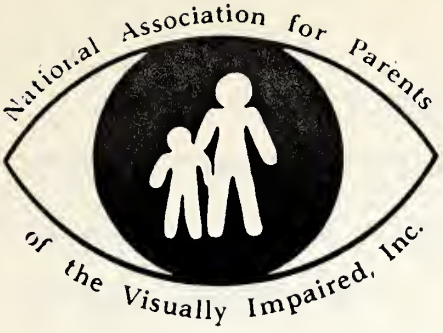
NOMINATIONS AND ELECTIONS

NOTICES AND ANNOUNCEMENTS

5th -- Viewpoint mailed to affiliate and group presidents

NATIONAL CONFERENCE

MEETINGS



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COMMUNICATIONS

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ohn M. Crandell, Jr., Ph.D.

APVI is a non-profit rganization.
APVI's officers and board embers serve on a volunteer asis.

When the Erie Canal was completed in about 1830, a celebration was planned in New York City. Elaborate plans were made to get the news from the terminal of the canal on Lake Erie to the City. Using cannons located at appropriate intervals, one would be fired; when the sound from that cannon reached the next, it would be fired in turn. Thus, the news was sent 350 miles in a matter of 30 minutes.

That was something of a record for speed of communication but, if that same system were in use today, it would take Kate four hours to send a single message to Gail and another four hours to receive her reply.

Even though we have instantaneous transmission of information by means of telephone, our use of that medium often takes as long as cannon shots. And that's no way to operate a national organization.

NAPVI is an organization that belongs to the parents of visually impaired children. It does not belong to Henry or Eileen or Keitha or me. But, we must all be willing to work to make NAPVI work.

To improve communications the following proposals are made:

For the immediate future it is essential that each officer and Board member designate specific times when they can be reached, or a phone number where a message can be left. Most important of all, however, they must be willing to return calls when messages are left. It must be clearly understood that these messages are not left for social purposes but rather, because there is a need for information for decisions. The time wasted in waiting for a call is time that could be used for something else.

2. A long-range goal would be to have each officer or board member have access to a computer with a modem. This could be either at home or at work. NAPVI could then subscribe to a national bulletin board where messages could be left and which could be accessed on a semi-weekly or other basis, but by those who possess the password. Not only could messages be received this way, but they can also be left. One such bulletin board is the "General Electric Network For Information Exchange" (Genie) The initial cost is $18. There is a $5 per hour charge for on-line contact. For the initial $18 would receive three (3) hours of on-line

time plus the necessary information for accessing the system. There are, of course, other national bulletin boards such as CompuServe and the Source, but at present GENIE has several advantages over these larger systems, such as an 800-watts number for on-line contact.

3. A third proposal for improving our internal communication is for Keitha, Denise and me to work out a system for the orderly transfer of information among the three locations presently in use. Keitha and I have modems but Denise does not. (A good modem costs between $120 and $160.) Since information can be transferred so quickly, a modem would actually pay for itself in a matter of months in lower phone bills.

4. The fourth proposal is for a telephone line into my home for NAPVI use. This would cost $47.50 for installation, payable in four monthly installments and $25 per month service charge. If this were combined with an answering machine at a cost of about $100 I could receive and make calls on a more timely basis without competing with my family's use of our home phone.

With regard to my home phone, it should be noted that, for the time being, I have the use of BYU's watts line for long-distance calls. This results in a considerable savings to NAPVI. It should also be noted that under the original arrangements I made with NAPVI I was authorized up to $75 per month in personal calls as a part of my compensation.

Since I was unable to move to Austin, I have not asked for nor have I received that service (nor, for that matter, for any of the other benefits which were authorized by you). Therefore, the cost of the requested phone line of $450 for the first year is only a tiny fraction of the benefits which were originally requested and approved.

In all of this my goal is to help NAPVI become more stable, efficient and effective. Since all of us have other responsibilities it is important that we use modern means of communications and that we commit ourselves to make us accessible and that we do the things that we have committed to do in a timely and economical manner.

Just one last thought: if we do not use these marvelous communication media for whatever reason, we will reduce NAPVI's ability to assist its members. Just as the person who can read but does not is no better off than the person who cannot read, just so NAPVI will be no better off than was Governor Clinton when the Erie Canal was completed.

RESOLUTIONS ADOPTED BY NAPVI

82.1 RESIDENTIAL SCHOOLS

WHEREAS the hearing impaired and the visually impaired have enormous problems in communicating and social interaction with each other, and

WHEREAS it is often difficult for the visually impaired as a low-incidence population with unique needs to obtain the individualized services required when grouped in a residential setting where they are outnumbered; and

WHEREAS we believe this to be an undesirable educational practice;

THEREFORE BE IT RESOLVED, that the Board of Directors of the National Association for Parents of the Visually Impaired, Incorporated, at its annual meeting in St. Louis, Missouri, in November, 1982, joins with other organizations in urging the responsible state agencies **not** to combine other residential schools with schools for the visually impaired and urges all parents to hold such agencies accountable and to resist such action.

82.2 PLACEMENT

WHEREAS the needs of every visually impaired child vary at any particular point in time; and

WHEREAS public, private, and residential schools offer many different types of services; and

WHEREAS the primary concern is the quality of services and opportunities available, independent of the setting in which it is offered,

THEREFORE BE IT RESOLVED, that the Board of Directors of the National Association for Parents of the Visually Impaired, Incorporated, at its annual meeting in St. Louis, Missouri, in November, 1982, urges that parents be made aware of all the options available in order to make an informed choice about the best educational setting for their child.

82.3 ACCREDITATION

WHEREAS parents of visually impaired children have a vested interest in the educational and rehabilitative programs offered to their children; and

WHEREAS parents of visually impaired children have a right to expect that professionals in these programs are trained and qualified to work with visually impaired children; and

WHEREAS parents of visually impaired children have a right to expect that schools and agencies meet minimum standards in administration, programming, planning, and evaluation;

THEREFORE BE IT RESOLVED, that the Board of Directors of the National Association for Parents of the Visually Impaired, Incorporated, at its annual meeting in St. Louis, Missouri, in November, 1982, supports procedures of accreditation involving a team of parents, consumers, and professionals knowledgeable about the field of visual impairment, and applying recognized standards such as those adopted by the National Accreditation Council for Agencies Serving the Blind and Visually Handicapped (NAC), the American Association of Workers for the Blind (AAWB), the Commission on Accreditation of Rehabilitation Facilities (CARF), and the American Foundation for the Blind's **Guidelines for Public School Programs Serving Visually Handicapped Children** (Spungin, 1981).

82.4 INSURANCE

WHEREAS parents of visually impaired children--and particularly visually impaired children with additional impairments--have great difficulty locating an insurance company willing to provide medical coverage and life insurance; and

WHEREAS, when a child is insured, medical needs often exceed the limits of coverage;

THEREFORE, BE IT RESOLVED, that the Board of Directors of the National Association for Parents of the Visually Impaired, Incorporated, at its annual meeting in St. Louis, Missouri, in November, 1982, urges the insurance industry and state insurance regulatory agencies, to become sensitive to meeting the needs of visually and multiply impaired children and their families and to seek creative and acceptable solutions to this pressing social need.

84.1 LITIGATION

WHEREAS, as parents of children with visual impairments, we are obligated to do our best to obtain appropriate educational services for our children, and

WHEREAS, in some circumstances, after our best attempts at communication and cooperation, it becomes necessary to resort to judicial remedies to establish the appropriateness of specific services, and

WHEREAS, parents who prevail in such proceedings could reasonably hope that their hardships not be compounded by legal costs,

NOW THEREFORE, BE IT RESOLVED that the Board of Directors of the National Association for Parents of the Visually Impaired, Inc. (NAPVI), at its annual meeting in Austin, Texas, in November 1984, supports the passage of legislation providing for the recovery of costs and attorneys' fees by parents who prevail in litigation against school districts on behalf of their children.

84.2 DECATEGORIZATION

WHEREAS, local education agencies are increasingly resorting to a generic model to deliver services to blind and visually impaired infants, children and youth without regard to their unique learning and educational needs, and

WHEREAS, there is no evidence that cost efficiency, service delivery, academic achievement or developmental progress is improved by a generic approach and,

WHEREAS, such an approach frequently utilizes personnel who lack the expertise and training guaranteed to blind and visually impaired children by the Education for All Handicapped Children Act.

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of the National Association for Parents of the Visually Impaired, Inc., (NAPVI), at its annual meeting in Austin, Texas, in November, 1984, opposes all efforts to decategorize special education services that meet the unique needs of visually impaired children.

84.3 TEACHER SHORTAGE

WHEREAS, intervention by credentialed teachers of the visually impaired and by orientation and mobility specialists is vital to development and the ability to benefit from education for all blind and visually impaired children, and

WHEREAS, lack of adequate funds for employment of sufficient numbers of said teachers, combined with stringent cutbacks in and for the education of potential teachers, has resulted in both a severe teacher shortage and in caseload sizes that make quality service all but impossible, and

WHEREAS, similar motions have been passed by other professional and consumer organizations,

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of the National Association for Parents of the Visually Impaired (NAPVI), at its annual meeting in Austin, Texas, in November, 1984, actively supports intensive measures for national recruitment, training and employment of professionals in the fields of the visually impaired and orientation and mobility to adequately meet our children's needs.

85.1 RESOLUTION ON GROUP HOMES

WHEREAS, group homes can enhance the quality of life, especially for some visually impaired individuals currently placed in state institutions, and

WHEREAS, the existance of such homes will provide a necessary option in the continuum of services available to the visually impaired, and

WHEREAS, proper functioning of such homes is dependent upon adequate support services and follow-up,

NOW, THEREFORE, BE IT RESOLVED, that the National Association for Parents of the Visually Impaired, at its annual meeting in Dallas, Texas, November 1-3, 1985, hereby advocates support measures leading to increase the number of placements available in quality group homes as an alternative to the continuum of services available.

85.2 RESOLUTION ON RELATED SERVICES

WHEREAS, NAPVI recognizes that visually impaired children need the services of a credentialed teacher of the visually impaired and that many children need related services including, but not limited to, the following: occupational and/or physical therapy, adaptive P.E., speech and language therapy, orientation and mobility and transportation, and

WHEREAS, these services are sometimes not available because of lack of properly credentialed professionals, and

WHEREAS, the school district must retain the responsibility for ensuring that all related services are provided for each pupil as determined by the IEP and due process,

NOW, THEREFORE, BE IT RESOLVED that the National Association for Parents of the Visually Impaired, Inc. at its annual meeting in Dallas, Texas, November 1-3, 1985, actively supports the provision of appropriate related services to be insured without delay by the school district as specified by state and federal legislation.

85.3 RESOLUTION IN REAFFIRMATION OF P. L. 99-142

In recognition of the tenth anniversary of P.L. 94-142, the National Association for Parents of the Visually Impaired, Inc. (NAPVI) is pleased to re-release our 1983 resolution and to re-affirm our commitment to the process and safeguards inherent in this landmark legislation.

83.1 RESOLUTION IN SUPPORT OF P.L. 94-142

WHEREAS, The National Association for Parents of the Visually Impaired (NAPVI) exists to promote a united effort to acquire and maintain quality services for all blind and visually impaired children; and

WHEREAS, Public Law 94-142 (the Education for all Handicapped Children Act) was implemented as a result of a decade of intensive efforts by parents and professionals working in concert on behalf of children with disabilities; and

WHEREAS, P.L. 94-142 was intended and designed to promote the social and economic independence of disabled citizens and to reduce the incidence of restrictive and costly custodial institutionalization; and

WHEREAS, P.L. 94-142 is an appropriate mechanism to ensure and provide for the active participation of parents in planning and implementing individualized educational programs for their disabled children, and creates due process safeguards for parental advocacy; and

WHEREAS, such independent parental advocacy, protected by due process safeguards, has stimulated more educational services to children with disabilities than in any other period of our national history; and

WHEREAS, comprehensive documentation is required by P.L. 94-142 to assure that legislative intent is carried out, and that such documentation can become excessive and counterproductive to the child's interest if left unchecked; and

WAHEREAS, NAPVI supports efforts to keep excessive documentation to a minimum while monitoring individual student needs and the delivery of appropriate and effective educational services designed to ameliorate such needs; and

WHEREAS, P.L. 94-142 has resulted in a significant long-term public savings through the enhancement of independent living skills of children with disabilities; and

WHEREAS, P.L. 94-142 has resulted in increased knowledge and technical benefits to the area of general education, benefiting society as a whole, while decreasing the social dependence of citizens with disabilities;

THEREFORE, BE IT RESOLVED, that the National Association for Parents of the Visually Impaired, Inc. (NAPVI) reaffirms its complete support of P.L. 94-142; and

BE IT FURTHER RESOLVED, that NAPVI opposes pending and future attempts to emasculate P.L. 94-142 through deregulation, and especially through those efforts which might result in the elimination or limitation of due process rights, safeguards, procedures, and other key provisions which protect the educational rights of handicapped children, their parents and guardians, and their teachers, and

BE IT FURTHER RESOLVED, that NAPVI, its members, affiliates and the constituency it represents, unite to safeguard the spirit of P.L. 94-142, and to utilize every available resource to guarantee

the rights of disabled children to a free and appropriate public education under this Act; and

BE IT FURTHER RESOLVED, that NAPVI actively support the full funding and implementation of P.L. 94-142 in the sure knowledge that this Act provides a cost-effective, equitable and moral response to the educational needs of all disabled children in these United States of America.

85.4 RESOLUTION ON AVAILABILITY OF MATERIALS

WHEREAS, specially adapted materials are required for visually impaired students to participate fully in the educational process, and

WHEREAS, such materials are not received in a timely manner, that is, by the beginning of the school year for which they are needed,

NOW, THEREFORE, BE IT RESOLVED that the National Association for Parents of the Visually Impaired, at its annual meeting in Dallas, Texas, November, 1985, actively supports measures by local school districts, state departments of education and federal agencies to assure delivery of such materials, including, but not limited to, braille, large print, educational aids in the aforementioned timely manner.

86.1 EXPRESSION OF GRATITUDE

WHEREAS we are successfully concluding an historic first National Conference of NAPVI, and

WHEREAS the success of the convention was in no small part due to the fine professional assistance of the City of Arlington, the Sheraton CentrePark Hotel, the Convention Center, United Expositions, and particularly Naman & Associates, who coordinated services for us,

NOW, THEREFORE, BE IT RESOLVED that we commend and thank these organizations and their staffs for their efforts on our behalf.

~~86.2, 86.3 and 86.4 will be added later.~~

They concern lighting in the newborn neonatal ICU and the increased incidence of children with visual impairments; responsibility of parents for programs, services and etc.; funding for equipment and educational and support services.

86.2 RESOLUTION IN SUPPORT OF VITAL DATA COLLECTION

WHEREAS parents are aware of and accept the responsibility to lobby for programs, services and funding for blind and visually impaired students, and

WHEREAS, when they do so, parents are asked for supporting data regarding the numbers of blind and visually impaired children, and

WHEREAS parents are told that such data are currently unavailable because of issues of confidentiality, a wish not to distinguish among handicapping conditions and the requirements of an unduplicated count, whereby many blind children are counted as multihandicapped or in some other handicapping conditions, and, therefore, not blind,

NOW THEREFORE BE IT RESOLVED that we call on and support the field in gathering complete and appropriate data that will support our advocacy efforts and assure systematic planning.

86.3 RESOLUTION IN SUPPORT OF PRIORITY FUNDING FOR EQUIPMENT

WHEREAS funds for services to visually impaired children have decreased at local, state and national levels in recent years, and

WHEREAS the population of visually impaired children is growing and current funding levels have not kept pace with this growth, and

WHEREAS one result of this is fewer teachers trying to teach more students, and hence a serious erosion in not only the quantity but also the quality of services,

NOW THEREFORE BE IT RESOLVED that the parents of the first national convention of NAPVI in Arlington, Texas, on November 8, 1986, call on local, state and national governmental bodies to make adequate funding for equipment and educational and support services for blind and visually impaired students from certified personnel a high budgetary priority.

86.4 RESOLUTION IN SUPPORT OF CONTINUED NEONATAL STUDIES

WHEREAS there have been some preliminary studies indicating a possible link between the lighting in the neonatal ICU and an increased evidence of children with visual impairments, and

WHEREAS there is enough data to raise a concern, but insufficient data to attribute cause conclusively,

NOW THEREFORE BE IT RESOLVED that we call for increased funding to support continued research to resolve the issue of light effects, as well as to determine once and for all the cause and, if possible, prevention of retinopathy of prematurity as quickly as possible.

86.5 RESOLUTION OF PURPOSE AND MEMBER COMMITMENT

WHEREAS this 8th day of November, 1986, NAPVI is successfully completing its inspirational first national conference in Arlington, Texas, and

WHEREAS the perspective of our interest in attempting to meet the needs of the visually impaired children in this country, and our own precious children in particular, cannot by its very nature be either compromised or jeopardized,

NOW, THEREFORE, BE IT RESOLVED that we, as constituent members of NAPVI, perceive ourselves anew as the purist and most valuable resource available to ALL visually impaired young people, and

BE IT RESOLVED that we accept the urgency of both the responsibility and the privilege of sharing the mission of the organization, and

BE IT RESOLVED that the need to network the BEST in programs, models, and ideas in order that services for visually impaired children will be equalized and that all will have the enhanced opportunity to reach their maximum potential.

TASH: The Association for Persons with Severe Handicaps
7010 Roosevelt Way N.E. Seattle, WA 98115
(206) 523-8446

19

January 11, 1988

Gary Peipenbrink, Editor
Harcourt, Brace, Jovanovich, Inc.
1250 - 6th Avenue
San Diego, CA 92101

Dear Gary,

I was glad to hear from you earlier this week and have, as you requested, enclosed the issues of the TASH Newsletter in which we ran the After the Tears articles. Since last May the ad which accompanies the articles has run in most issues of the Newsletter and we intend to continue running it indefinitely.

It may be of interest to you that our Newsletter is sent to our over 7000 members monthly and every three months to an additional 23,000 people on our non-member mailing list. The composition of our non-member mailing list changes; occasionally we purchase mailing lists from other organizations.

In addition to using our Newsletter as a way to market Tears, we include a photocopy of the articles and an order form in letters that we send to people who write to us requesting information--paying particular attention to those letters that come from parents and/or people who work with parents. We have received some of our larger orders from agencies that work with parents of children with disabilities.

Interestingly, we have also had a little help from our friends. Smaller organizations around the country who receive our Newsletter have printed a review of the book and an order form in their Newsletters.

And, finally, the book was on display at our annual conference in Chicago last November.

In the next few months my marketing plans for the book include sending a flyer/order form to the Special Education Departments of US colleges and universities and also to the Social Service Directors of major US hospitals (they are the first to intervene when a child with disabilities is born). I believe that parents represent the majority of our sales so far and find it difficult to predict how these other groups may respond to the book.

I hope this information is useful to you in considering marketing approaches for HBJ. Please let me know if I can provide additional information or assistance.

Best wishes,

Dian McKernan
Information Specialist

Encl.

/dm

TASH: The Association for Persons with Severe Handicaps
7010 Roosevelt Way, N.E., Seattle, WA 98115
(206) 523-8446

January 11, 1988

Gary Peipenbrink, Editor
Harcourt, Brace, Jovanovich, Inc.
1250 - 6th Avenue
San Diego, CA 92101

Dear Gary,

Our success with After the Tears, Parents Talk About Raising a Child with a Disability, was one of the highlights of 1987; since June we have distributed over 1200 copies and requests for the book are continuing at a consistent rate. When I first read the book I knew that it would be a valuable resource for parents, extended family members, and professionals who work with children with disabilities. The response has confirmed my initial reaction.

Robin Simons' generous use of conversations with and between parents provides the reader with an authentic sense of the experience of raising a child with a disability. Without sensationalizing or dramatizing, the book expresses the range of issues and emotions which families face. With grace, common sense, wisdom and practical suggestions, After the Tears, demonstrates that families can and do find support, strength and spiritual resources to sustain them in making the necessary adjustments, reordering their lives and finding meaning, joy and fulfillment. The experiences described by parents who have already gone through this process are a source of encouragement and hope for those who may still feel isolated and overwhelmed.

After the Tears, ought to be available to anyone with an interest in children and adults with disabilities. We are pleased to participate in the effort to disseminate this book as widely as possible.

Best wishes,

Dian McKernan
Information Specialist

HBJ

HARCOURT BRACE JOVANOVICH, INC.

1250 SIXTH AVENUE, SAN DIEGO, CALIFORNIA 92101 TELEPHONE: 619-231-6616 TELEX: 181726

To whom it may concern:

Harcourt Brace Jovanovich has been especially pleased by the success of After the Tears: Parents Talk about Raising a Child with a Disability, which was published in 1987. Among critics and readers, this book has been properly recognized as an invaluable guide for parents struggling to make their way through a daunting, almost frightening thicket of emotional, practical, and familial problems. And it has, moreover, been uniformly praised as a sensitive, sympathetic ally to which parents can turn for support and encouragement. After the Tears fosters a powerful kinship among all who read it.

HBJ would like to help your organization extend this kinship in a way that will be beneficial to both you and parents who have a child with a disability. One group, the Association for Persons with Severe Handicaps (TASH), has already demonstrated that this can be done with remarkable effectiveness. The enclosed copies of two letters from TASH's information specialist, Dian McKernan, explain just how After the Tears was sold directly to members through the association's newsletter. HBJ will assist your organization in the same way it has assisted TASH: permission to reprint excerpts from the book, along with an order form, will be granted free of charge (see the copy of an excerpt from the TASH newsletter); and escalating discounts will be given on orders of five or more copies.

I urge you to consider adopting TASH's method for making After the Tears available to your members. The enclosed copy of the book will, I am sure, convince you that it deserves to be widely read.

Sincerely yours,

Gary Piepenbrink

Gary Piepenbrink
Editor

For further details, please contact

Pamela Turner
Harcourt Brace Jovanovich, Inc.
1250 Sixth Avenue
San Diego, CA 92101
(619) 231-6616

After the Tears —
A book for parents and professionals

Earlier this year the **Newsletter** *ran a series of articles featuring excerpts from* **After the Tears — Parents Talk About Raising a Child With a Disability**, *by Robin Simons. The response to these articles was overwhelmingly positive. This month we feature another excerpt dealing with the adjustments made by families that include a member with a disability.* **After the Tears** *is available from TASH. Each copy sold results in a $2.00 profit to the Association. For more information see accompanying ad or call the Information Department at the TASH central office (206) 523-8446.*

Chapter 3 — New Problems, New Adjustments

Jo Lynn Lei is the mother of a nine-year-old boy who has cerebral palsy. When David was four, doctors said he would never walk. Unwilling to accept that, Jo Lynn refused to a buy a wheelchair and encouraged her son to crawl about on his own. When David was eight, his doctor suggested that surgery to loosen his tight muscles in his legs might enhance his mobility. It would be a serious operation, however, and its success would not be guaranteed. The family opted for surgery. To their tremendous relief it was successful, and within months, David was able to stand up and walk slowly with a walker. His excitement was unbounded, and with characteristic determination, he was up and moving and working on his walking at every opportunity. The entire family was overjoyed. Several months later David's therapist announced that she had begun to see signs of scoliosis in David's spine. They were brought on, she felt, by his newly increased mobility. As Jo Lynn said, *"You don't get very long to rejoice."*

The problems seem relentless. From frequent colds to medical crises, from skirmishes with bus aides to battles with principals, life with a handicapped child is not easy. As one mother says, *"All I wanted was a baby and now I've got doctors' appointments, therapy appointments, surgeries, medical bills, a strained marriage, no more free time. When you have a handicapped child, you don't just have to deal with the child and the fact that he's handicapped. You have to adjust to a whole new way of life. It's a double whammy."* Another mother concurs, *"Every day you overcome a barrier and then there's a new one. Just when you feel like you've had a success: BANG! there's a new problem."*

You become more resilient, more able to meet the next challenge than you ever thought you would be.

Luckily, parents learn to handle the assaults. Whether out of practice or necessity, you become resilient, more able to meet the next challenge than you ever thought you would be. *"My friends say, 'How can you handle all the problems you have?' I never thought of myself as a strong person, but I guess I've become one."* Another mother agrees. *"The problems don't go away, they just change. But after a while you realize you can get through them."*

Where does this resilience come from? It comes from loving your child. *"John needs, so I do it,"* says one mother. *"There's really no question. Sometimes I get real 'whacked out' from it, so tired of one thing after another. But I love him and that keeps me going."*

Barbara Collins agrees. *"You count the successes, not the disappointments. There are a lot of disappointments, for sure. But there are also a lot of joys. Peter's birthday party—just to see h happy all those kids were—that goe long way toward helping me through the tough times."*

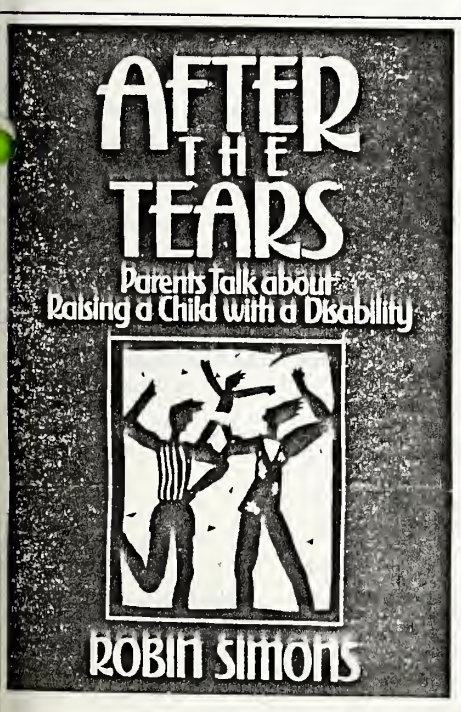
Jane Scott speaks for many pare when she says, *"There are a lot of pr lems, and many of them are huge. Y think, 'How can I get through thi But if you put all the disappointme on a scale and put all the joys on t other side, the joys would weigh a more."*

Learning to take one day at a ti also helps. As Jane Scott says, "Y *learn to take things as they come, no look ahead and worry about what t next crisis will be. You just take ev day, one day at a time."*

Some parents counterbalance t problems by celebrating the joys a triumphs. *"Sure there are lots of pr lems. But you can't dwell on them. celebrate every victory. Every ti Christine learns a new skill or cros a hurdle we throw a party. She pr ably doesn't realize what they're for, b it helps us!"* Many families find th greatest support comes from oth similar families. *"I talk to oth parents. It doesn't make the proble go away. But it helps you just to be a to talk. With everyone else you have be so positive. But with them you c share your worst fears, even your ang and frustrations, and you know they understand."*

"It really helps to see other families a see that they got through. You see th they have all the same problems— even worse ones—and they're st laughing and smiling and taki vacations. It gets you 'up' again."

Excerpted from **After the Tears**, *Robin Simons. Copyright © 1985 The Children's Museum of Denv Reprinted by permission of Harcou Brace, Jovanovich, Inc.*



AFTER THE TEARS
Parents Talk About Raising a Child With a Disability
by Robin Simons

A child born with a disability presents to the parents themselves the danger of being disabled by grief, regret, guilt, anger, and the seemingly unanswerable question, "What are we to do?" Yet the danger must somehow be faced, and it must be overcome, because life will go on after the tears have stopped. In this deeply sensitive book, parents of children with disabilities describe with affecting candor how they first confronted their experience and then recovered to emerge stronger, healthier, abler. They answer here the question that at first seems unanswerable. Says George F. Will, "Helpful, hope-filled . . . just the thing for parents to turn to, after the tears."

Send me _____ copies of **AFTER THE TEARS**

US and Canada	$ 7.00
Foreign Countries	$10.00

U.S. FUNDS ONLY

TASH
7010 Roosevelt Way NE
Seattle, WA 98115
(206) 523-8446

Purchase price includes postage and handling. Books will be sent 1st Class U.S. and Canada, Air Mail to foreign countries. Please allow 4-6 weeks for delivery. Special arrangements will be made for orders of 10 or more books. Call or write the TASH office indicating number of copies desired. Include phone number.

Name _____

Address _____

City _____ State _____ Zip, Postal Code _____

Phone ( ) _____ Country _____

National Association for Parents of the Visually Impaired, Inc.

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• information
• service

P.O. Box 562, Camden, New York 13316, Tel. (315) 245-3442

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NAPVI is a non-profit organization.

NAPVI's officers and board members serve on a volunteer basis.

16 SEPTEMBER 1988

ANN L. BALIN
AMERICAN FOUNDATION F/T BLIND
15 W. 16TH ST.
NEW YORK, NY 13316

DEAR MS. BALIN,

ENCLOSED IS A LIST OF SEVERAL ARTICLES FROM SEVERAL DIFFERENT VOLUMES OF THE JOURNAL OF VISUAL IMPAIRMENT & BLINDNESS PUBLISHED BY AFB. WE AT NAPVI WOULD LIKE TO INCLUDE SOME/ALL OF THESE ARTICLES IN OUR QUARTERLY NEWSLETTER, AWARENESS, IN THE NEAR FUTURE.

THIS CORRESPONDENCE IS TO REQUEST YOUR PERMISSION TO DO SO. YOUR JOURNAL, JVIB, AND ALL AUTHORS WILL BE GIVEN FULL CREDIT FOR THE ARTICLES WE USE.

IF PERMISSION IS GRANTED, COULD YOU PLEASE FORWARD A COPY OF EACH ARTICLE TO US? THANK YOU.

SINCERELY,

Henry H. Hedgecock

SMS HENRY H. HEDGECOCK
USAF (RET.)
EXECUTIVE DIRECTOR

HHH/TCH
ENC.

RECEIVED
SEP 3[illegible] 1988
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TEACHING THE VISUALLY IMPAIRED GIFTED YOUNGSTER
LOUIS JOHNSON
JVIB FEBRUARY 1987 VOLUME 81 No. 2

CHILDREN AND CANES: AN ADAPTIVE APPROACH
M.K. KRONICK
JVIB FEBRUARY 1987 VOLUME 81 No. 2

TEACHING A FOREIGN LANGUAGE IN SCHOOLS FOR BLIND AND VISUALLY IMPAIRED CHILDREN
T. NIKOLIC
JVIB FEBRUARY 1987 VOLUME 81 No. 2

TEACHING A SEVERELY HANDICAPPED DEAF-BLIND YOUNG WOMAN TO PREPARE BREAKFAST FOODS
R.G. TAYLOR
JVIB FEBRUARY 1987 VOLUME 81 No. 2

COPING WITH MACULAR DEGENERATION FROM AN OPTICAL PERSPECTIVE
V.M. YAKOVISHIN
JVIB APRIL 1988 VOLUME 82 No. 4

RESIDENTIAL SCHOOLS: AN INTEGRATIVE APPROACH TO STUDENT GOVERNMENT
J. BACKHAUS, D.E. TURCO, L.M. TUTT
JVIB APRIL 1988 VOLUME 82 No. 4

STRESS AND THE MOBILITY TRAINING PROCESS: A LITERATURE REVIEW
B.A. O'DONNELL
JVIB APRIL 1988 VOLUME 82 No. 4

MULTIPLY HANDICAPPED PEOPLE DESERVE VISUAL SERVICES TOO
J.M. SHARKS
JVIB NOVEMBER 1987 VOLUME 81 No. 9

REASSESSING SUPPORT GROUPS FOR PARENTS OF VISUALLY IMPAIRED CHILDREN
H.L. NIXON II
JVIB SEPTEMBER 1988 VOLUME 82 No. 7

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A Home-based Orientation and Mobility Program for Infants and Toddlers
E. Joffee
JVIB September 1988 Volume 82 No. 7

Funding Sources for Visually Impaired Students in Higher Education
M. Traber
JVIB September 1988 Volume 82 No. 7

An Evaluation of Braille Translation Programs
A.M. Goldberg, E. Schreier, J.D. Leventhal, J.C. DeWitt
JVIB December 1987 Volume 81 No. 10

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Counselor
1924-1968

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Jill NAPVI

December 6, 1988

Henry H. Hedgecock
Executive Director
National Association for Parents
of the Visually Impaired, Inc.
P.O. Box 562
Camden, NY 13316

Dear Henry:

We're delighted you are interested in a JVIB selected papers for parents book. I agree that it can only benefit both organizations and parents -- including the many who are not yet NAPVI members

Because you may want to discuss this with your board, following is how I see it working:

You and others from NAPVI select the articles you feel are appropriate, organize them into categories/sections and write an introduction aimed to parents which discusses the contents and the reasons why parents should be familiar with at least some of the professional literature. You might also use the intro to make recommendations to professionals on areas you as parents would like to see them focus on.

We will give you, NAPVI or another member an honorarium of $500 and of course NAPVI will receive credit on cover, title page, in promotion, etc.

Because the articles are already all on computer typesetting discs, selected papers volumes do not take long to produce once we have introduction, outline, titles selected, etc. from you.

We are, by the way, in the final stages of another selected papers volume -- on multiple handicaps -- selected and introduced by Dr. Jane Erin of the University of Texas.

RECEIVED
DE 1988
M.Z.

-continue-

I look forward to hearing from you and would appreciate your ideas for it by the middle of January which will help us in making plans for the spring and summer.

Happy holidays.

Best Regards,

Mary Ellen

Mary Ellen Mulholland
Director, Publications
& Information Services

DOCUMENT FILE

SUBJECT TITLE	DATE	#	SUBJECT TITLE	DATE
MEMBERSHIP RENEWAL FORM				
BOARD MEMBERSHIP GOALS				
REGIONAL LISTING				

NAPVI MEMBERSHIP APPLICATION

Dear NAPVI President:

Please send my membership for the 198_____ year.
(Expires December 31)

Check One:

☐ Parents and Families—$5.00
Birthdate(s) of my visually impaired child(ren):

_____

My child's eye condition is:

_____

I wish to be a member of the following affiliate:

_____

☐ Community Groups & Agencies: $15.00
☐ Associate: $3.00
☐ Supporting: $50-$200
☐ Sponsoring: $200-$1,000
☐ Patron: Over $1,000

National Association for Parents of the Visually Impaired, Inc.
P.O. Box 180806
Austin, Texas 78718

NAME _____

ADDRESS _____

CITY _____

STATE _____ ZIP _____

TELEPHONE (_____) _____

Enclosed is my check in the amount of $ _____

This is a: ☐ new membership ☐ renewal

_____
SIGNATURE

duc

"Parents must regard themselves as the long-lasting resource and the only consistent persons who con-ually have the child's interest at heart throughout r lifetime. This organization now is a means to help them fulfill that function."

—Lee Robinson

The National Association For Parents of the Visually Impaired, Inc.

National Association for Parents of the Visually Impaired

P.O. BOX 180806
AUSTIN, TEXAS 78718
(512) 323-5710

The National Association for Parents of the Visually Impaired (NAPVI) is a non-profit organization of, by and for parents committed to providing support to the parents of children who have visual impairments.

GOALS and OBJECTIVES

Promote and provide information through workshops and publications which will help parents meet the special needs of their visually impaired child.

Promote the development of state and local organizations of, by and for parents of visually impaired children.

Increase public awareness about the visually impaired so they are accepted by society.

Foster communication and coordination of services among federal, state and local agencies and organizations involved with the visually impaired.

CATEGORIES FOR MEMBERSHIP

PARENTS AND FAMILIES (Voting member—one vote per membership)

Will receive our quarterly newsletter, legislative alerts, information-sharing opportunities, referral to needed services, contact with other parents and a collective voice.

DUES: $5.00/year

COMMUNITY GROUPS AND AGENCIES Federal, State and Local (non-voting membership)

Will receive our quarterly newsletter and related information.

DUES: $15.00/year

ASSOCIATE (Non-voting member)

This category is for any individual interested in supporting the work of NAPVI. Will receive our quarterly newsletter.

DUES: $3.00/year

- **SUPPORT**
  - **INFORMATION**
    - **SERVICE**

CONTRIBUTING MEMBERSHIPS:

These memberships assist NAPVI in providing needed service information and assistance to parents of visually impaired children.

SUPPORTING . . . . . $50-$200
SPONSORING . . . . . $200-$1,000
PATRON . . . . . OVER $1,000

CONTRIBUTING MEMBERS will receive recognition for their tax deductible donation.

You can donate your time and talents. Tell others about us and let us know how we can help.

A visual impairment may be blindness or an inability (or limited ability) to process information through the sense of sight in a normal or correctable manner.

FOR MORE INFORMATION:
Write or Call:

NAPVI MEMBERSHIP RENEWAL FORM

Dear NAPVI,

Enclosed please find my membership application and payment for the 1986 year. I understand this membership expires December 31, 1986 unless renewed.

_____ I sent my dues in for 1985 (Give approximate date _____). I paid by ___ check, ___ cash ___ other. Please correct the record.

I am applying as (check one):

_____ Parent/family ($5.00 / year)

_____ Community group or Agency ($15.00 / year)

_____ Associate ($3.00 / year)

_____ Supporting ($50.00 - $199.00 / year)

_____ Sponsoring ($200.00 - $1,000.00 / year)

_____ Patron (Over $1,000.00 / year)

Name: _____

Address: _____

City: _____

State: _____ Zip _____

Phone: _____

If you are a parent, give year of child's birth _____

Enclosed is payment of dues for 1986 in the amount of _____

Also enclosed is my tax deductible gift in the amount of _____

Total amount enclosed is _____

==========

WE'D LIKE TO HEAR FROM YOU about how NAPVI could be of better service to your family or others in your area. We invite you to use the following lines to comment in any manner you would wish. Add additional pages if desired.

_____

_____

_____

_____

_____

KEEP IT UP !!!

8-1111

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			Chrysler Lily VG Hedgcock A.R Sheetz Pauline Hedgcock Chambers J. Hedgcock W.F Hedgcock Barnhart McKee Barragn Taylor Mattson [illegible] Davidow Parent-to-Parent GL Hedgcock Smith-AR Williams Cook Payne Waldrop ~~Hooded~~ Abraham ~~Chambers~~ Chambers Johnston Wong Lonly ~~Davidow~~ school MS St. Rehab Sf Wm Blw Jeffcoat SCPBC Austin House	Hughes Jiminez	McElaine Deer Clawson Telse Surdick Marr Diskin Magnagna Turovac McCann Carr Lynch Schwankett Freeman Roemle Baber Klineman Voelker Price Breck Policy Vaglio Sinteff	Babcock Hudson Hudson	Wilkinson, Dana Sandy Swiss Englengl Medlock Palazesi Rhoades Eachus Cyphers Blazie Condry Smartt Linkletter Louderback Johnston O'Day Schooley Machay Helland Allen Jr. Blunt/Hughes	Johnson DeHart Wilson Carlson	Shoeman Santa Ana Edwards Schieber King Butcher Whitten Salcido Woodward Sulcion Kreysale Eike Browning Von Linzton Nalfi McElroy Barbra? Chang Matney Wall Ross Johnson Williams Garcia Schatzlof Whitfield Santos Suson? Mervis Hill Salcedo Backmon Greulle Cortes McKinney Peterson Pounds Rasso Sylvaske Pealman Nichols Whitley Gunn Gilroy Stuckel Nuckol Chamberlain		Herrick Robinson [illegible] Dobson Shull Kozior Chapdelaine Snodgrass ATKINS Downes Bird Haman Hollomon Studeake Richel Blaine Hitchcock Smith Hirsch Danielson Palizzi Alderman Koch	Ludwig Freiman Mellon Kreubner Rubino Silberman Justice embosta NAC Coy Woodside VIT Program ~~Coy~~

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202		A	LARRY BRIDGES	1972	1984	84	
230		A	KAREN GROULX	1981	1985	85	
***2							
203	CN	A	PAT VERTES		1985	85	
***1							
2	CT	A	DANIEL AND SUSAN ELLSWORTH	1976	1981	85	
5	CT	A	HENRY AND BEVERLY WLODKOWSKI		1981	85	
6	CT	A	MR. & MRS. MELVIN GOLDSTEIN	1955	1983	85	
7	CT	A	GAIL AND ARTURO GRANADOS		1983	85	
227	CT	A	HENRY C. WITTE		1985	85	
183	CT	C	DR. ROBERT E. LONG		1984	85	
226	CT	C	ESTHER M. EVANS		1985	85	
209	CT	C	IRMA G. MAAS		1985	85	
228	CT	D	LARRY AND ELAINE COLETTI		1985	85	
225	CT	D	MRS. FRANK L. CROWELL		1985	85	
229	CT	D	MRS. THEODORE MALLON		1985	85	
210	CT	D	MR. AND MRS. JOSEPH TUBRIDY		1985	85	
211	CT	D	SELMA AND LEON CHAMBERS		1985	85	
231	CT	D	BENJAMIN AND BARBARA LORD		1985	85	
220	CT	D	WILLIAM N. BORG		1985	85	
219	CT	D	LAURENCE P. SMITH		1985	85	
224	CT	D	RUTH M. ANDERSON, M.D.		1985	85	
218	CT	D	GEORGE AND EMILY LANE		1985	85	
206	CT	D	ELIZABETH S. NOYES		1985	85	
213	CT	E	MR. AND MRS. W.O. KELLEY		1985	85	
**20							
12	MA	A	MRS. LINDA D. WHITE		1982	85	
14	MA	A	MR. & MRS. RAYMOND REICHEL	1980	1981	85	
19	MA	A	DAN & LINDA WARD	1981	1981	85	
21	MA	A	LEE AND BETH KEENAN	1979	1982	85	
22	MA	A	HENRY & BARBARA SIMONS	1975	1983	85	
23	MA	A	DIANA CUTHBERTSON		1983	85	
28	MA	C	KAREN S. ROSS		1982	85	
36	MA	C	KARYN STRANBERG		1983	85	
38	MA	C	JEAN MELLEN		1984	85	
37	MA	C	PAULA PUZINAS		1983	85	
208	MA	E	TOM MILLER, PRESCHOOL SERVICES		1985	85	
**11							
44	NH	A	MICHAEL AND DIANE MATTOCK	1973	1980	85	STA ADV BOARD
233	NH	C	ROXANNE DELFRARI		1985	85	
***2							
56	NJ	A	MRS. CHET WITUCKI	1981	1984	85	
57	NJ	A	DAVID & NANCY SHAW		1983	85	
198	NJ	A	BARBARA SHALIT		1984	85	
199	NJ	A	MADELINE AND PETER COOK	1983	1984	85	
207	NJ	A	MR. AND MRS. PETER S. SUPLICKI	1978	1985	85	

REC#	ST	TYPE	NMAE	DOB	YR JN	YR	ORGANIZATIONS
223	NJ	A	JOANN JENKINS	1983	1985	85	
60	NJ	C	DR. KAY FERRELL		1981	85	
61	NJ	D	ST. JOSEPH'S SCHOOL F/T BLIND		1981	85	
63	NJ	E	PAULA BENSON, MSW		1983	85	
237	NJ	E	SALEENE SACHS		1985	85	
**10							
65	NY	A	DR. & MRS. FRANK A MIGLIORELLI	1964	1982	85	
66	NY	A	MRS. JAMES GALLERY	1968	1981	85	
69	NY	A	VALORIE A. DWORK	1964	1982	85	
71	NY	A	JOANNE AND CHARLES MACPEEK	1969	1981	85	
72	NY	A	MR. & MRS. JOSEPH HABER	1971	1981	85	
74	NY	A	LAURETTA RANDOLPH	1972	1982	85	
78	NY	A	PATRICK AND JACQUELINE CARROLL		1980	85	NAPVI BOARD
80	NY	A	MR. & MRS. R. BALZER	1973	1981	85	
82	NY	A	ANTHONY & THERESA LIMINA	1967	1980	85	
86	NY	A	JAMES & MARTHA NEWELL	1977	1980	85	PVHC
87	NY	A	MRS. GERALD KOHLMAN	1958	1980	85	PVHC
89	NY	A	FRANK AND ELIZABETH CRISAFULLI		1983	85	
90	NY	A	MRS. LAURA VIDAL		1980	85	
98	NY	A	DAN & BARBARA HOFFMAN		1983	85	PVHC
105	NY	A	JANET K. GILBRIDE		1983	85	
97	NY	A	ROBERT & ADA MAE FEARON	1953	1983	85	PVHC
110	NY	A	MARY C. CONLON	1983	1984	85	
172	NY	A	MR. AND MRS. R. FAREWELL		1984	85	PVHC
151	NY	A	MARY ANN GEBHARDT		1981	85	PVHC
170	NY	A	MR. AND MRS. KEVIN CONNALLY		1984	85	PVHC
235	NY	A	EILEEN O'SULLIVAN		1985	85	
236	NY	A	KATE WEINGARTEN		1985	85	
192	NY	A	MRS. KATHLEEN MCNIELL		1984	85	
204	NY	A	MARILYN E. RUDY		1985	85	
81	NY	C	MS. JOAN B. SMITH		1980	85	
109	NY	C	GRACE FRANZE		1983	85	PVHC
137	NY	C	MRS. KENT B. AKIN		1983	85	
140	NY	C	XI DELTA GAMMA		1983	85	
143	NY	C	MARCIA T. LYNCH		1982	85	
145	NY	C	ALLEGHANY ASSN. F/T BLIND		1983	85	
141	NY	C	DR. RONA SHAW		1983	85	
147	NY	C	DR. SUSAN JAY SPUNGIN		1983	85	
131	NY	C	DR. KAY FERRELL		1981	85	
146	NY	C	IRENE LUDWIG		1984	85	
134	NY	C	EDITH PATT		1980	85	
136	NY	C	CELINE ASCH		1982	85	
187	NY	C	G.L. HEDGECOCK		1984	85	
119	NY	C	ELIZABETH M. MALLETT		1982	85	
169	NY	C	MS. ELEANOR WEYTER		1984	85	PVHC
193	NY	C	JOSEPHINE BLAINE		1984	85	
214	NY	C	MR. AND MRS. M. MCLAUD		1985	85	
222	NY	C	MR. & MRS. MORTON MCLOUD		1985	85	
217	NY	C	MRS. BARBARA MILLIS		1985	85	
215	NY	C	TRUDY FIKE		1985	85	
216	NY	C	MARY A WILSON		1985	85	
234	NY	C	JANICE L. BEUTNER		1985	85	
154	NY	E	DR. ROBERT L. GUARINO, DIR.		1981	85	
221	NY	E	MS. CLAIRE SULLIVAN		1985	85	

REC#	ST	TYPE	NMAE	DOB	YR JN	YR	ORGANIZATIONS
158	NY	G	MR.& MRS. H. ROBERT SHEETZ		1982	85	
159	NY	G	PAULINE HEDGECOCK		1982	85	
**50							
180	RI	A	MR. AND MRS. BARRY PICKELL		1984	85	
160	RI	A	EDWIN & DEBORAH BARTON III	1979	1981	85	
189	RI	A	MR. AND MRS. DAVID F. DONNELLY		1984	85	
163	RI	C	JUDITH T. SMITH		1983	85	IN-SIGHT
***4							
164	VT	A	HOWARD & SARA NIXON VPVI	1977	1981	85	O-7

REC#	ST	TYPE	NMAE	DOB	YR JN	YR	ORGANIZATIONS
116	DC	C	MICHELLE D. NELSON		1982	85	
259	DC	C	MS. MARIAN BOBO		1985	85	
258	DC	C	MS. MARIAN BOBO		1985	85	
***3							
114	DE	A	DANIEL P. AND MARY LOU EDGAR	1977	1983	85	
***1							
243	KY	A	BETTY L. PORTER	1980	1984	85	
161	KY	C	JO ANN WITT		1982	85	
219	KY	C	JANET M. DOBSON		1984	85	
***3							
120	MD	A	MR. & MRS. CHARLES COLE	1981	1982	85	
125	MD	A	KATHERINE LOUGHLIN	1970	1981	85	
119	MD	A	MRS. KATHERINE HULA		1982	85	
127	MD	A	BILL AND KAY LEAHY		1982	85	
129	MD	A	BONNIE E. WOOLSTON		1981	85	
123	MD	A	BARRY AND JUDITH RIEBMAN	1969	1983	85	
215	MD	A	DEBORAH BUNTING		1981	85	
228	MD	A	JOSETTE COLLINGSWORTH		1984	85	
126	MD	C	PATRICIA ANNE DAVIS, PHD		1982	85	
***9							
186	OH	A	WILLIAM & NORMA LUCAS	1967	1983	85	
190	OH	A	GENE AND JANE HOPPE		1983	85	
255	OH	A	ANITA FELBER	1963	1985	85	
175	OH	C	ANNETTE C. SKELLENGER		1983	85	
238	OH	C	ELEANOR H. HITCHCOCK		1984	85	
262	OH	C	MRS. DARLENE LIMMER		1985	85	
188	OH	E	SOCIETY F/T BLIND & DISABLED		1981	85	
180	OH	E	PATRICIA WILLIAMS		1983	85	
250	OH	E	S		1985	85	
***9							
9	PA	A	CURTIS & DONNA NELSON	1978	1980	85	
14	PA	A	BEN AND JUDY BOIES	1968	1981	85	
15	PA	A	CHERYL AKERS	1969	1981	85	PT./WPSBC
16	PA	A	MR. & MRS. DAVID BARR		1982	85	WPSBC
17	PA	A	LARRY & FAY COREY	1972	1980	85	
70	PA	A	MR. & MRS PHILIP BUR III		1980	85	
29	PA	A	WILLIAM & ANNA EVANS	1971	1982	85	
32	PA	A	MAXINE A. HORN	1963	1982	85	P.A.B. AUX.
36	PA	A	MARGARET VANFOSSAN		1983	85	
37	PA	A	MR. & MRS. EUGENE SCHMITZ		1982	85	WPSBC
85	PA	A	ALICE A. DAUGHERTY		1982	85	
66	PA	A	MR. & MRS. JOHN SEEGER, JR.	1977	1983	85	
49	PA	A	MR. & MRS. JOHN MORROW		1982	85	WPSBC
55	PA	A	MR. & MRS. JAMES GILL	1978	1982	85	
76	PA	A	JOHN & THERESA CIVITELLA	1978	1981	85	CON PENN F/VH
64	PA	A	DONALD AND CAROLE ERMOLD	1971	1982	85	

REC#	ST	TYPE	NMAE	DOB	YR JN	YR	ORGANIZATIONS
112	PA	A	ELAINE HENDRICKS		1983	85	
242	PA	A	CINDY HORNBAKER	1983	1985	85	
232	PA	A	DIANNE HIBBARD	1983	1984	85	
235	PA	A	MRS. WILLIAM J. SULLIVAN		1984	85	
254	PA	A	CHRISTINE KOBAL	1979	1985	85	
226	PA	A	MR. AND MRS. RICHARD MILLER	1983	1984	85	
248	PA	A	PETER AND ANNE HATGELAKAS		1985	85	
216	PA	A	MR. AND MRS. ROBERT FARABAUGH		1984	85	
240	PA	A	STEPHEN & NANCY NOVAK		1982	85	CAPVI
252	PA	A	PATRICIA M. GUSTIS	1968	1985	85	
244	PA	A	BETH SINTOFF		1985	85	
256	PA	A	RHONDA MCLAUGHLIN		1985	85	
62	PA	B	KENNETH & KATHRYN KOERBER	1971	1982	85	
246	PA	B	WESTMORELAND CO. ASSN.PRNTS VI		1984	85	
12	PA	C	JOAN HYATT		1981	85	
81	PA	C	DR. MAE DAVIDOW		1983	85	
20	PA	C	DR. JANET SIMON		1980	85	
38	PA	C	DR. RALPH L. PEABODY		1981	85	
42	PA	C	R. JOSEPH REYNOLDS		1982	85	
88	PA	C	DR. S. M. KERSHMAN		1982	85	
18	PA	C	DELORES DEER		1981	85	
108	PA	C	GERRI KOMETA		1983	85	
197	PA	C	JOYCE H. MARR		1984	85	
224	PA	C	MARY J. MOSTERTZ		1984	85	
214	PA	C	MR. AND MRS. JAMES PRICE		1984	85	
204	PA	C	LINDA SCHNAUBELT		1984	85	
253	PA	C	BARBARA NOLLENDORFS		1985	85	
217	PA	C	MRS. DOROTHY BARNHART		1984	85	
209	PA	C	DR. PAUL FREEMAN		1984	85	
223	PA	C	ADRIENNE KOLLER		1984	85	
260	PA	C	MARLENE KUMAR DEAN		1985	85	
221	PA	C	CHARLES J. MCERLAIN		1984	85	
247	PA	C	MARY FRANCES CLARK GARRISON		1985	85	
261	PA	C	NANCY L. SHAW		1985	85	
225	PA	C	MS. JOYCE TEESE, SUPERVISOR		1984	85	
78	PA	E	FREE LIBR OF PHILADELPHIA		1983	85	
22	PA	E	ALBERT K. MASTANTUONO, PH.D.		1983	85	
61	PA	E	LYCOMING CO. ASSN. F/T BLIND		1983	85	
106	PA	E	MARILYN A. MOLLER, PRINCIPAL			85	
109	PA	E	MONTGOMERY C. ASSOC.F/T BLIND		1980	85	
100	PA	E			1983	85	
200	PA	E	BLINDNESS AND VISUAL SERVICES		1984	85	
58	PA	F	JEANNE LIEPER, SUPV.		1982	85	
**59							
144	VA	A	ROBERT & IRENE GREEN	1974	1980	85	
141	VA	A	MR. & MRS. C. T. ARMSTRONG	1970	1983	85	
138	VA	A	MR. & MRS. GREG HART	1978	1980	85	
139	VA	A	DONA COPENHAVER	1974	1981	85	
146	VA	A	LESLIE AND MARK ROSENSTOCK	1976	1983	85	
245	VA	A	MR. & MRS. ROBERT SCHOOLEY		1985	85	1972
199	VA	A	KAREN RICHARDSON	1983	1984	85	
234	VA	A	KRISTINE AND KEVIN P. KILEY		1984	85	
241	VA	A	WILLIAM O. LOUDERBACK JR.	1974	1984	85	
251	VA	A	MS. BETTY C. WHITFORD		1985	85	

REC#	ST	TYPE	NMAE	DOB	YR JN	YR	ORGANIZATIONS
143	VA	E	GLEN SLONNENGER		1981	85	
**11							
155	WV	A	CHARLES A. BONAR		1982	85	
153	WV	A	VALORIE B. ZIMBA	1974	1983	85	
249	WV	A	DEBORAH B. SHIELDS	1978	1985	85	
150	WV	C	SHARON FRIDLEY		1981	85	
151	WV	C	GLENN & JOAN WILSON		1982	85	

REC#	ST	TYPE	NMAE	DOB	YR JN	YR	ORGANIZATIONS
1	IA	A	TINA BARTON	1976	1981	85	
5	IA	A	DR. & MRS. F. BEN MERRITT	1968	1981	85	ARC DOWNS SYN
10	IA	A	GERRIT & ESTHER KATS	1974	1981	85	
12	IA	A	MR. & MRS. LEON EHLERS	1979	1983	85	
129	IA	A	M/M VERNON VAN DEWALKER		1983	85	
132	IA	A	THERESE & TOM CORDES		1983	85	
17	IA	C	MARY REICKS		1983	85	
16	IA	C	JILL M. ROBERTS		1982	85	
18	IA	E	IOWA BRAILLE AND SIGHT/SAV SCH		1981	85	
***9							
19	IL	A	DR. PAUL AND JANICE STEPANCZUK	1981	1982	85	
20	IL	A	MR. & MRS. STEVEN B. ROSS	1981	1982	85	
29	IL	A	EDWIN J. STERCZEK	1977	1982	85	
31	IL	A	FAYE AND ARTUR ELDAR		1983	85	
187	IL	A	TOM AND JAN GILSON	1974	1985	85	
180	IL	A	O. ANDRE BRYANT	1973	1985	85	
181	IL	A	TERI AND JOHN HERZOG	1983	1985	85	
167	IL	A	JERRY & SHERRY OSMOE		1985	85	
150	IL	A	JANET WINICKI	1982	1984	85	
172	IL	A	JOHN MARGARET AND MEGAN NELSON	1982	1985	85	
177	IL	A	SUSAN DALTON		1985	85	
166	IL	A	MIKE & CATHY HUMPHREY		1985	85	
175	IL	A	PAT ROLIH	1983	1985	85	
183	IL	A	MR. AND MRS.STAN CARR		1985	85	
184	IL	A	MR. AND MRS. MARK REIFSTECK	1984	1985	85	
148	IL	A	PAUL C. REINERT		1984	85	
189	IL	A	MARY ZABELSKI		1985	85	
192	IL	A	MR. AND MRS. DON KAUFFOLD		1985	85	
191	IL	A	MARY ZABELSKI		1985	85	
47	IL	C	KATHY HOLLIS		1981	85	
39	IL	C	BARBARA NEWMAN		1982	85	
40	IL	C	DR. GAYLEN KAPPERMAN		1980	85	
41	IL	C	ANNETTE WILSON		1980	85	
126	IL	C	SHIRLEY DALE		1983	85	
186	IL	C	MR. AND MRS. JAMES BABCOCK		1985	85	
50	IL	E	PARENT-INFANT CENTER		1983	85	
**26							
52	IN	A	KENNY AND ANITA MILLER		1982	85	
53	IN	A	KEITH AND MARGARET STORES	1975	1982	85	
55	IN	A	MR. & MRS. JAMES HODSON	1982	1983	85	
165	IN	A	MR. & MRS. T. WAYNE KOCH	1980	1984	85	
178	IN	A	MR. AND MRS. KLIFF KREICKER	1972	1985	85	
162	IN	A	ANN COY		1984	85	
179	IN	E			1985	85	
137	IN	E	LYNN ZIRKELBACH		1984	85	
***8							
60	MI	A	MARY JEAN MOSCORRO	1966	1981	85	RECRE SOC.
65	MI	A	MRS. KEITH R. SCHWABE		1982	85	
64	MI	A	MR & MRS. ALEX KONDUROS	1970	1982	85	
67	MI	A	MR. & MRS. ROBERT NIEBAUER	1980	1981	86	

REC#	ST	TYPE	NMAE	DOB	YR JN	YR	ORGANIZATIONS
66	MI	A	SUE PROCTOR	1980	1981	85	
69	MI	A	MARY STEINER		1982	85	
176	MI	A	MR. AND MRS. RANDALL WELLS	1984	1985	85	
72	MI	C	DONNA HEINER		1981	85	BIRTH TO 7INC
74	MI	C	GEORGE OSSENTJUK		1980	85	
79	MI	C	DR. GERALDINE SCHOLL		1982	85	
78	MI	C	BONNIE BUTERA		1981	85	
161	MI	C	JO ANN COIN		1984	85	
**12							
83	MN	A	KAREN KIESEL	1970	1980	85	
182	MN	A	NANCY WILLIAMS	1980	1985	85	
190	MN	A	JAN B. TALBOT		1985	85	
193	MN	A	CAROL J. LANARI		1985	85	
194	MN	A	VAL PRESCOTT		1985	85	
195	MN	A	JAN B. TALBOT		1985	85	
196	MN	A	MR. AND MRS. JAMES F. WILLEMS		1985	85	
89	MN	C	SARABETH WATSON		1981	85	
188	MN	C	MARIE KNOWLTON		1985	85	
***9							
151	MO	A	MRS. BEVERLY HAMAN	1981	1984	85	
140	MO	A	MR. AND MRS. M. BABCOCK		1984	85	
95	MO	A	BILL AND JOAN JOHNSON		1981	85	
101	MO	C	GREGORY P. SAVEL		1982	85	
103	MO	D	PARENT GROUP CHN SPEC. ED. CEN		1981	85	
107	MO	E	VISUALLY IMPAIRED PRESCHOOL		1983	85	
105	MO	E	LOUIS TUTT, SUPT.		1983	85	16 COPIES
***7							
111	WI	A	KEITH & EILEEN HUDSON		1980	85	
112	WI	A	JEFF AND KAREN WANDSNEIDER	1978	1982	85	ARC
110	WI	A	MR. & MRS. WILLIAM D. BETHKE	1972	1981	85	
109	WI	A	JOE AND WANDA MANGO	1978	1981	85	
168	WI	A	ARDELL & BEV HELLAND	1975	1985	85	
108	WI	A	MR. & MRS. GERHARD SCHMIDT		1980	85	
173	WI	A	EDNA BETLACH		1985	85	
114	WI	A	MR. & MRS. EMIL MEITZNER	1965	1980	85	
119	WI	A	JEFFERY J. PATTERSON	1976	1983	85	
118	WI	A	ROBERT L. BLIOBENES		1982	85	
164	WI	A	MRS. CONSTANCE MACHAJ	1970	1984	85	
174	WI	C	REBECCA BARTELS-WEEDEN		1985	85	
120	WI	C	KEN TAPP		1982	85	
185	WI	C	MRS. GEORGE HUBERT		1985	85	
123	WI	E	WISCONSIN SCHOOL F/T VIS. HAND		1980	85	

REC#	ST	TYPE	NMAE	DOB	YR JN	YR	ORGANIZATIONS
9	AL	D	UNIV. OF AL LOW VISION PARENTS		1981	85	
***1							
176	AR	1	DENNIS OR JAN CONDRY	1968	1984	85	
13	AR	A	WAYNE LYLES	1976	1981	85	
14	AR	A	MRS. MARY LOU WILKINSON		1980	85	
17	AR	A	NANCY PROFFITT	1980	1981	85	
23	AR	A	BOB AND SANDY LILLY	1971	1980	85	
25	AR	A	MR. & MRS. JESSE R. LEET	1968	1980	85	
32	AR	A	CHARLOTTE ROTRAMEL	1980	1983	85	
34	AR	A	TERRY AND LUCY MCKEE		1984	85	
182	AR	A	MARDELL A. JOHNSON	1971	1985	85	
188	AR	A	DEAN AND KATHY WATTS		1985	85	
196	AR	A	SUE AND CHUCK NESTRUD	1980	1985	85	
150	AR	C	DAVID WILKINSON		1984	85	
190	AR	C	MR. AND MRS. BANKS WILKINSON		1985	85	
**13							
44	FL	A	THOMAS AND BARBARA AULETTA	1980	1982	85	
46	FL	A	RITA K. WARREN	1978	1981	85	MULTI
47	FL	A	MR. & MRS. FRANK J. KOZUMPLIK	1966	1981	85	CEN FL NAPVI
158	FL	A	MR. AND MRS. GARY MANN	1981	1984	85	
145	FL	A	CLORINDA R. MACHADO	1983	1984	85	
189	FL	A	KAY AND HAROLD WARREN	1984	1985	85	
194	FL	A	MRS. DEBRA TITUS	1974	1985	85	
59	FL	C	JUDY H. LLOYD		1983	85	
60	FL	C	DOUGLAS G. SMITH		1980	85	
63	FL	C	MS. DIANA PEEPLES		1984	85	
173	FL	C	MARGOT A. PALAZESI		1984	85	
202	FL	C	MARCIA ARTHUR		1985	85	
**12							
70	GA	A	JOHNSON FAMILY	1979	1980	85	
72	GA	A	HERMAN W. HUDSON	1977	1984	85	
183	GA	A	GEORGE & KATE O'DAY	1966	1985	85	
193	GA	C	DEBRA NELSON		1985	85	
***4							
186	IL	E	ATTN: KIM LINDLEY		1985	85	
***1							
84	LA	A	NOLAN & FAE MOULLE		1984	85	
85	LA	A	MRS. RUTH MOULLE		1984	85	
153	LA	C	MRS. CHRISTINE KARCHER		1984	85	
91	LA	E	SUPERINTENDENT		1983	85	
***4							
93	MS	A	MR. & MRS. H. W. WILLIAMS	1969	1983	85	
203	MS	A	MARGIE L. OWENS		1985	85	
***2							
98	NC	A	MRS. ROSEMARY MOON	1975	1980	85	

REC#	ST	TYPE	NMAE	DOB	YR JN	YR	ORGANIZATIONS
100	NC	A	BILLY & BARBARA BYRD	1974	1983	85	
184	NC	A	MR. & MRS. PHILIP MCCRORY	1984	1985	85	
201	NC	A	MICHAEL AND CHARLOTTE JONES		1985	85	
107	NC	C	MR. AND MRS. W.F. HEDGECOCK		1984	85	
104	NC	C	JAN WILLIAMS		1982	85	
191	NC	C	MR. AND MRS. HAZEL CLODFELTER		1985	85	
108	NC	F	MR. & MRS. GROVER HEDGECOCK		1982	85	
***8							
170	SC	A	MR. AND MRS. PAUL PAYNE	1981	1984	85	
156	SC	A	SARAH JANE ROBINSON		1984	85	
169	SC	A	DANNY AND CHERYL AUSTIN	1973	1984	85	
117	SC	A	HENRY & GAIL HEDGECOCK	1970	1980	85	
119	SC	A	A. B. CAMPBELL	1975	1984	85	
115	SC	A	LORRAINE MCDONALD	1978	1982	85	
120	SC	B	MR. DANIEL AUSTIN		1982	85	
126	SC	C	BARBARA MATTSON		1984	85	
121	SC	C	MARY C. POWERS		1981	85	SC/DEPT OF ED
205	SC	C	SUSAN B. CUDDEBACK		1985	85	
207	SC	C	MARY M. ALLRED		19185	85	
200	SC	C	DENNIS THURMAN		1985	85	
199	SC	C	JAN LICHTENSTEIN		1985	85	
204	SC	C	TRINA BRITCHER		1985	85	
209	SC	C	CLAY W. EVATT JR.. M.D.		1985	85	
206	SC	C	ANNETTE BRUORTON		1985	85	
122	SC	E	SUZANNE SWAFFIELD		1983	85	
**17							
177	TN	1	MR. AND MRS. JERRY MOORE	1984	1984	85	
148	TN	A	MRS. DONALD BURKHEAD	1972	1984	85	
130	TN	A	MR. & MRS. C. EDWARD CATE JR.		1983	85	
131	TN	A	CHRIS AND NEDRA COOK		1983	85	
180	TN	A	MARGARET AND CHUCK DOUMITT		1984	85	
208	TN	A	LARRY AND DEE DEE BIGGERT		1985	85	
192	TN	A	ROBERT AND DEBORAH CRAWFORD	1971	1985	85	
137	TN	C	DR. EVERETT W. HILL		1983	85	
139	TN	C	CAROL E. WEIS		1984	85	
195	TN	C	MR. AND MRS. C. BABCOCK		1985	85	
198	TN	C	BONNIE DODSON-BURK		1985	85	
197	TN	C	BONNIE DODSON-BURK		1985	85	
185	TN	E	GRETA T. TYLER		1985	85	

REC#	ST	TYPE	NMAE	DOB	YR JN	YR	ORGANIZATIONS
191	CO	A	STEPHANY & BILL AUSTIN & BLAKE		1984	85	
9	CO	C	DR. GRACE D. NAPIER		1981	85	
10	CO	C	THELMA SCHLAPIA		1983	85	
229	CO	C	JUDITH GREELEY		1985	85	
14	CO	E	SAMMIE BOWMAN		1982	85	
***5							
17	KS	A	SHEILA FRAHM	1980	1981	85	
18	KS	A	CHARLES AND ANITA KELLEY	1981	1982	85	
20	KS	A	MRS. DEAN SUMNER	1983	1983	85	
23	KS	A	REBAH J. HUBBARD		1982	85	
228	KS	C	NANCY BAILEY		1985	85	
204	KS	C	JANIE PARR		1984	85	
230	KS	C	MRS. ANGELA PRATT, DIRECTOR		1985	85	
***7							
43	MN	C	DEBRA FREY		1981	85	
***1							
29	MT	A	WILLIAM AND LAURA GANNON	1975	1981	85	
31	MT	A	DONNA REED		1982	85	
222	MT	A	MR. AND MRS. MIKE TOCHER		1985	85	
37	MT	C	JERRY BAKER		1981	85	
***4							
258	ND	A	JERRY AND CINDY LOVELL		1985	85	
***1							
46	NE	A	DAVID & NANCY HANSEN	1975	1981	85	OPVI
50	NE	A	MARY ANNE KARSTENS	1962	1981	85	CEC AEVH
54	NE	A	MIKE & LINDA KATSKEE	1975	1980	85	OPVI
187	NE	A	WILLIAM AND KARIN COKER	1978	1984	85	OPVI
185	NE	A	RON AND SHAROLYN BECK		1984	85	OPVI
186	NE	A	KEN AND LORI POYER		1984	85	OPVI
63	NE	C	RUBY ESCHEN		1981	85	
67	NE	E	OTOE COUNTY OPTOMETRIC ASSOC.		1982	85	
***8							
218	NM	C	MR. AND MRS. JOE R DOMINGUES		1985	85	
247	NM	C	BILL DAVIS		1985	85	
***2							
70	OK	A	GLENDA & GARY FARNUM	1974	1982	85	
220	OK	A	KEN AND GAIL FAIR	1983	1985	85	
74	OK	C	MARILYN SANDERS		1982	85	
224	OK	C	DONNA L. WONG		1985	85	
***4							
81	SD	E	SOUTH DAKOTA SCHOOL F/T BLIND		1981	85	

REC#	ST	TYPE	NMAE	DOB	YR JN	YR	ORGANIZATIONS
***1							
84	TX	A	JERRY & SHERRY LOWRY	1967	1982	85	
92	TX	A	DR. & MRS. RAY HARRINGTON	1966	1980	85	
109	TX	A	SUSANNA TRAN	1980	1982	85	
101	TX	A	LEE & KEITHA ROBINSON	1968	1980	85	PAVIC AEVH CE
104	TX	A	MR. & MRS. PAUL H. SPIES		1981	85	
125	TX	A	MR. & MRS. MARK MLADENKA	1981	1983	85	
127	TX	A	PAUL & SHEILA COBB		1982	85	
113	TX	A	ELAINE MOSES		1981	85	
111	TX	A	CARL & NORA BOWLES	1971	1980	85	
112	TX	A	JOE AND LIZ HARTMAN	1975	1981	85	PAVIC
225	TX	A	JOHNNY AND KAY MCKNIGHT	1974	1985	85	
227	TX	A	LYNN AND MARGIE JAMES	1976	1985	85	
219	TX	A	SINDY KELLER		1985	85	
233	TX	A	ROD AND DEANNA HAILEY	1967	1985	85	
252	TX	A	TERESA GALAVIZ		1985	85	
241	TX	A	MR. & MRS. DAVID VALENCIA		1985	85	
242	TX	A	RAQUEL AGUIRRE		1985	85	
250	TX	A	JESSIE M. WILLIAMS		1985	85	
226	TX	A	BARBARA NELSON	1982	1985	85	
244	TX	A	PHILIP AND ALEEN SMITH	1969	1985	85	
232	TX	A	ANN MCCLURE	1983	1985	85	
221	TX	A	SUSAN AND GARY HARDEN		1985	85	
248	TX	A	RAQUEL AGUIRRE		1985	85	
239	TX	A	PEDRO LOPEZ JR.		1985	85	
240	TX	A	JESSIE M. WILLIAMS	1979	1985	85	
249	TX	A	MR. AND MRS. DAVID VALENCIA		1985	85	
238	TX	A	TERESA GALVIZ		1985	85	
235	TX	A	PAMELA AND MANUEL CARDOSA	1982	1985	85	
236	TX	A	MR. AND MRS. W. J. POWERS	1984	1985	85	
237	TX	A	BARBARA NELSON	1982	1985	85	
246	TX	A	MRS. JAMIE APPLEBACH		1985	85	
254	TX	A	PHILIP AND ALEEN SMITH		1985	85	
257	TX	A	RUSS AND ELAINE KETNER		1985	85	
253	TX	A	PEDRO LOPEZ JR.		1985	85	
82	TX	C	NATALIE C. BARRAGA		1984	85	
132	TX	C	TECHNICAL SERVICES		1982	85	
142	TX	C	EMILIE M. KIEF		1982	85	
144	TX	C	DR. ANNE CORN		1982	85	
152	TX	C	NORMA A SEILER		1981	85	
157	TX	C	MRS. COLLEEN LEONARD		1982	85	
158	TX	C	JANIE FOX JONES		1983	85	
134	TX	C	PAMELA C. HACKLEMAN		1981	85	
208	TX	C	KAREN RHODES		1984	85	
217	TX	C	TERRI JOHNSON		1984	85	
243	TX	C	MELANIE WHITE		1985	85	
234	TX	C	DR. JANE N. ERIN		1985	85	
231	TX	C	SHERRY MCGEE		1985	85	
207	TX	C	KATHLEEN E. FRASER O.D.		1984	85	
216	TX	C	CAROL DANIELSON		1985	85	
251	TX	C	MELANIE WHITE		1985	85	
256	TX	C	JIM ALLAN		1985	85	
245	TX	C	LOIS FAIR		1985	85	
223	TX	C	BOUNEVA MAYOO		1985	85	

REC#	ST	TYPE	NMAE	DOB	YR JN	YR	ORGANIZATIONS
255	TX	C	LOIS FAIR		1985	85	
206	TX	C	FRANCES LAWARE		1984	85	
167	TX	D	MR. & MRS. HERMAN HARTMAN		1982	85	
168	TX	E	MRS. KALLY WUENSCHE		1981	85	
154	TX	E	MOLLIE O'LEARY		1983	85	
165	TX	E	TEMPLE ISD/SPEC. EDUC. DEPT		1981	85	
190	TX	E	WILLIAM H. MILLER, SUPT.		1981	85	
173	TX	F	MR. & MRS. STANLEY C. ENGLAND		1981	85	
176	TX	G	M. W. MARLOW		1982	85	
**62							
32	UT	A	GARY AND JEANIE FLACK	1972	1980	85	
***1							
177	WY	A	CRAIG AND DEBBIE HOSEY	1980	1981	85	
178	WY	C	C. KENT JENSEN		1981	85	

REC#	ST	TYPE	NMAE	DOB	YR JN	YR	ORGANIZATIONS
5	AZ	A	THOMAS H.AND NAIDENE MCKAY	1965	1980	85	
7	AZ	A	MR. & MRS. ROBERT E. ANDERSON	1965	1982	85	
8	AZ	A	JANETTE SNYDER	1980	1982	85	
9	AZ	A	MR. AND MRS. JAMES JENKINS	1974	1982	85	
19	AZ	C	IRENE TOPOR		1981	85	
372	AZ	E	MS. EVELYN NIELSON		1985	85	
383	AZ	E	MS. EVELYN NIELSON		1985	85	
***7							
33	CA	A	M & M WILLIAM L. QUACKENBUSH	1976	1982	85	
40	CA	A	THOMAS M. LIGGETT	1978	1982	85	
55	CA	A	ELIZABETH LEWIS		1982	85	
71	CA	A	JOSIE GARRO	1981	1982	85	
79	CA	A	JOHN AND SUSAN NISHIO		1982	85	CAPVI
80	CA	A	VIRGINIA & DOMINADOR CORRALES		1982	85	CAPVI
82	CA	A	JAMES & DIANA MARTIN		1982	85	CAPVI
85	CA	A	ROBIN & TERRY OBERMAN	1981	1982	85	CAPVI
86	CA	A	BOB AND CLAUDIA READ		1982	85	CAPVI
90	CA	A	CHERYL & STEPHEN J CAMPODONICO		1982	85	CAPVI
100	CA	A	JO BIRD		1982	85	CAPVI
103	CA	A	REV. & MRS. GERALD DUMMLER	1974	1983	85	
105	CA	A	BYRON & DIANE ROSS		1982	85	
109	CA	A	MAMIE L. HAND		1982	85	CAPVI
123	CA	A	MR. AND MRS. WILLIAM FITCH		1982	85	CAPVI
140	CA	A	IVAN & BONNIE WEICH	1966	1983	85	CAPVI
153	CA	A	KATHLEEN O'ROURKE		1982	85	CAPVI
154	CA	A	SANDRA & RICHARD MIDKIFF		1983	85	CAPVI
157	CA	A	MR. & MRS. THOMAS MCGEENEY		1983	85	CAPVI
158	CA	A	JOHN & CONNIE FERRITTO		1982	85	CAPVI
159	CA	A	CAROL & ED BRESSOUD		1983	85	CAPVI
161	CA	A	S. J. & D.E. AITA		1983	85	CAPVI
163	CA	A	BILL & BARBARA DANIEL	1973	1983	85	
169	CA	A	MR. AND MRS. JOHN WEIR	1966	1984	85	
172	CA	A	GARY N. WHITTEN		1984	85	CAPVI
185	CA	A	LYNN BROOKS		1982	85	CAPVI
203	CA	A	FABIAN AND CORA SANTA ANA		1984	85	CAPVI
280	CA	A	MR. & MRS. PAUL HACKWORTH	1969	1984	85	CAPVI
279	CA	A	DR. JOHN L. GOBEL M.D.		1984	85	
283	CA	A	MARY HAHN		1984	85	CAPVI
292	CA	A	MARK AND CAROL GORDEN		1984	85	
353	CA	A	ROBIN ROSSO		1984	85	CAPVI
313	CA	A	MRS. ZILDAH BARTEAU	1979	1984	85	
315	CA	A	ELLIOTT AND PATRICIA CRAGEN		1984	85	
318	CA	A	YUN AND KATHY CHUNG		1984	85	CAPVI
323	CA	A	ROBERT & MARY BETH PHILLIPS	1981	1985	85	
347	CA	A	PAUL AND NANCY BROWNING		1984	85	CAPVI
376	CA	A	TRUDY JENSEN		1985	85	
365	CA	A	MR. AND MRS. TIM OWEN	1978	1985	85	
368	CA	A	MR. AND MRS. DOUGLAS R. HUME		1985	85	CAPVI
358	CA	A	RICHARD & KATHERINE JENKINS	1982	1985	85	
375	CA	A	JOSIE & STACEY PUENTES		1985	85	
374	CA	A	CHARLES HUNTER		1985	85	
338	CA	A	RAY & VERNA MCELROY		1984	85	CAPVI
350	CA	A	MAXINE WHITLEY		1984	85	CAPVI
367	CA	A	MR. AND MRS. RUSS ENYEART		1985	85	CAPVI

REC#	ST	TYPE	NMAE	DOB	YR JN	YR	ORGANIZATIONS
351	CA	A	BERNICE PEARLMAN		1984	85	CAPVI
378	CA	A	DAVID & CATHY PARKER		1985	85	
382	CA	A	DONNA PFEIFFER	1984	1985	85	
377	CA	A	DENNIS & JENNIFER KNEPPER		1985	85	
381	CA	A	JIM & KATHY FRASIER		1985	85	
60	CA	C	DR. SALLY MANGOLD		1981	85	
178	CA	C	MAXINE C. DRISCOLL		1981	85	
183	CA	C	ROBERT L. GORDON, O.D.		1982	85	CAPVI
180	CA	C	SHARON DARNTON		1982	85	
186	CA	C	BRUCE & RONA HARRELL		1982	85	CAPVI
190	CA	C	DIANE MOSHENROSE		1982	85	
191	CA	C	SYLVIA HALOTE		1982	85	
200	CA	C	DRS. HOEFT AND SNYDER		2983	85	CAPVI
202	CA	C	BONNIE L. DUNCAN		1984	85	
196	CA	C	PATRICIA P. EAGLE		1983	85	
189	CA	C	DR. PHILIP C. HATLAN		1981	85	CAPVI
206	CA	C	MR. AND MRS. V. E. HEDGECOCK		1984	85	
204	CA	C	MRS. NORMA L. SCHECTER		1984	85	CAPVI
366	CA	C	CLARE TAYLOR FRIEDMAN		1985	85	
357	CA	C	DEBORAH BREMER		1985	85	
316	CA	C	LUCILLE WHALEY		1984	86	
324	CA	C	JACKIE ACKERMAN		1985	85	
369	CA	C	RIVKA GREENBERG		1982	85	
371	CA	C	PAT SCHULTZ		1985	85	
363	CA	C	RUTH ROSNER		1985	85	
325	CA	C	JANICE POLIZZI		1985	85	
**72							
222	HI	C	SUSAN T. HOKAMA		1980	85	
***1							
288	ID	A	LEONARD AND JUDY ITEN	1971	1984	85	
226	ID	G	MR. & MRS. KEITH HERRICK		1982	85	
227	ID	G	MRS. LEONE ROBINSON		1982	85	
***3							
307	NV	C	MICHELE M. TAYLOR		1984	85	
380	NV	C	LIBBY JONES		1985	85	
***2							
237	OR	A	JOHN & GAIL DONAT		1983	85	
247	OR	A	DICK AND & JAN WETZEL		1983	85	
230	OR	A	FRANK & MARGARET ALVAREZ	1974	1981	85	
231	OR	A	MRS. PETER NUPPENAU	1981	1982	85	
235	OR	A	ROLF AND CAROL JUNG		1982	85	
355	OR	A	MARY JANE GOODRICH		1985	85	
373	OR	A	RITA & MIKE BARRETT	1984	1985	85	
289	OR	A	JAMES AND SHIRLEY LEIPER	1967	1984	85	
364	OR	C	MS. PATTY TROISI		1985	85	
256	OR	E	OREGON SCHOOL F/T BLIND		1980	85	
**10							
314	UT	A	MARCHELLE LINKLETTER	1976	1984	85	

REC#	ST	TYPE	NMAE	DOB	YR JN	YR	ORGANIZATIONS
360	UT	A	STEVAN AND DIANE LAWRENCE	1984	1985	85	
361	UT	A	ARLO AND VICKI HATHAWAY	1973	1985	85	
362	UT	A	HELMUT AND GLORIA SCHREINER	1969	1985	85	
354	UT	A	JULIE L. ANDERSON	1977	1985	85	
359	UT	B			1985	85	
310	UT	C	PAT WILBER		1984	85	
***7							
267	WA	A	MR. & MRS. JEFF OHLSTROM	1980	1982	85	
263	WA	A	JOEL & KAREN JACKMAN		1980	85	
295	WA	A	KENNETH AND MARY SUE WRIGHT		1984	85	
370	WA	A	DIANE WHITE		1985	85	
379	WA	A	JANE KNING & CHAD VAN DAM	1968	1985	85	
356	WA	C	BARBARA KANER		1985	85	

DOCUMENT FILE

	SUBJECT TITLE	DATE	#	SUBJECT TITLE	DATE
F	~~MANUAL OF PROCEDURES~~				
1	ANNUAL BOARD -	7/5/85			
2	ANNUAL BOARD	10/7/85			
3.	ANNUAL MEETING	NOVEMBER 1-3, 1985			
4	ANNUAL MEETING	1/23/87			
5	BOARD MEETING	NOVEM. 1983			
2	BOARD MEETING	11/9/86			
	EXEC. COM. MEETING	MAY 15-16 1987			
8	Exec Committee meeting 5/19/88	9/, 188			
9	memo from Kathy	10/21			

MEMORANDUM

To: Bill Gallagher and Susan Spungin

From: Kathy Huebner

Subject: Proposal from Henry Hedgecock, Executive Director of NAPVI

Date: 10-19-1988

Attached please find a letter and proposal from Henry Hedgecock. I apologize for the delay, but I thought he sent it to me as a courtesy and sent you the original. At APH I found out otherwise.

In anticipation of your request for opinion from myself and Alana, we have reviewed it and offer the following review.

The proposal reflects a realistic and potentially effective approach to a critical need, legislative and advocacy training for NAPVI. The schedule may need to be modified somewhat. I would anticipate that the writing activities for days 4 and 5 may need to be part of day 3 as well. In addition, I would recommend that the critique session of legislative visits (now scheduled for day 3) be moved up to day 2 immediately following the visits.

Alana and I agree that the two day writing session at the end could be collapsed into one, if they work in the evenings and complete their writing off-site if need be.

I also have some reservations about the proposed budget. The lodging costs are appropriate, as are the transportation. The meals break down to $75. per diem. This is excessive. If we give them $35. per day the total cost for would be $700. If we then provided an additional $40. for each of the 4 members for meals during travel days the total would still only come to $860.; therefore I conclude that they are asking for approximately twice as much as is reasonable. I am not sure I understand the breakdown of costs for the NAPVI fact sheet, resolutions, newsletter, folder and the later costs for publication of the parent handbook. I would recommend that Mary Ellen Mulholland provide feedback as to the appropriateness of these anticipated costs. As they will be working in the Washington office, I see no need to rent a typewriter or computer, I also feel that their estimated cost for such a rental for 3-5 days is underestimated.

In conclusion, both Alana and I strongly recommend AFB's support for this proposal in respect to concept, funding and AFB staff time. We would suggest discussing justification and clarification on the budget. If you have any questions or if we can be of further assistance, please do not hesitate to contact us. Thank You.

cc: Alana Zambone

Attachment: Letter and Proposal from Henry Hedgecock

National Association for Parents of the Visually Impaired, Inc.

• support
• information
• service

P.O. Box 562, Camden, New York 13316, Tel. (315) 245-3442

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Executive Director

SMS Henry H. Hedgecock, USAF (Ret.)
Blossvale, New York

NAPVI is a non-profit organization.

NAPVI's officers and board members serve on a volunteer basis.

RECEIVED
SEP 19 1988
K.M.H.

16 SEPTEMBER 1988

DR. KATHLEEN MARY HUEBNER
DIRECTOR
NAT'L. SERVICES IN EDUCATION, LOW
VISION AND ORIENTATION & MOBILITY
AMERICAN FOUNDATION F/T BLIND
15 W. 16TH ST.
NEW YORK, NY 10011

DEAR KATHLEEN,

THIS IS THE GRANT THAT I WAS TALKING TO YOU ABOUT IN MONTREAL. WE WOULD LIKE TO GO IN JANUARY OR FEBRUARY SO THE NEW MEMBERS OF THE LEGISLATIVE WOULD BE ABOARD SO WE COULD MEET THEM.

THIS WOULD BE SET UP WITH ALAN DINSMORE. ALAN AND I HAVE TALKED ABOUT THIS ALREADY.

SINCERELY,

Henry H. Hedgecock

SMS HENRY H. HEDGECOCK
USAF (RET.)
EXECUTIVE DIRECTOR

HHH/TCH
ENC.

Legislative Grant Proposal

National Association of Parents of the Visually Impaired, Inc.

September, 1988

Introduction

The National Association of Parents of the Visually Impaired, Inc. (NAPVI) was established in 1979 at the initiation of and with much assistance from the American Foundation for the Blind. Since its inception, NAPVI has concentrated most of its efforts in locating and involving parents in becoming members. To this end, successful efforts have been made at cooperative relations with educators, rehabilitation specialists, and adult consumers. We have worked hard to encourage the establishment and development of local parent groups particularly, but not exclusively, as NAPVI affiliates.

Our Parent workshops, especially the national conference in Arlington in 1986 and subsequent leadership workshops, have contributed much toward establishing us as the recognized organization of, by, and for parents of blind, visually impaired, multihandicapped/blind, and multisensory impaired (deaf/blind) childred. Our newsletter and other publications have enhanced our members' ability to "take charge" of enhancing their children's possibilities. We have done a great deal to educate our members regarding parents' and children's rights in the IEP process, and to help raise parents' expectations regarding their children's abilities to function independently in the world.

While we are legitimately proud of our accomplishments in these areas, we are aware of several deficiencies. The one we are addressing with this proposal is our inability to adequately respond to Congressional and Executive Branch efforts to reduce the educational and rehabilitation opportunities afforded

OUR CHILDREN. WE HAVE ENACTED SEVERAL RESOLUTIONS, BUT THEIR USE HAS BEEN LIMITED TO PUBLICATION IN OUR NEWSLETTER. WE LACK BOTH THE TOOLS AND THE CONFIDENCE TO COMMUNICATE OUR PERCEPTIONS OF WHAT OUR CHILDREN NEED IN ORDER TRULY TO HAVE AN EQUAL OPPORTUNITY. THIS REQUEST PROPOSES TO BEGIN TO CORRECT THESE DEFICIENCIES.

PURPOSE

IN ORDER TO BE EFFECTIVE ADVOCATES WITH LEGISLATORS, PARENTS NEED A CHOICE OF LEVELS OF PARTICIPATION, AND SAMPLES OF LETTERS FROM WHICH THEY CAN DRAW. WE NEED INFORMATION IN A COMPREHENSIBLE FORM (SIMPLE ENGLISH SPECIFYING HOW A PARTICULAR BILL MIGHT AFFECT MY CHILD).

PARENTS HAVE NOT BEEN CONTACTING THEIR LEGISLATORS, AT THE LOCAL, STATE OR FEDERAL LEVELS IN PART BECAUSE OF THE ABOVE, BUT ALSO BECAUSE WE ARE GRATEFUL FOR ANY SERVICES WE ARE OFFERED AND BECAUSE WE DON'T THINK OF OURSELVES AS "GOOD ENOUGH" OR "IMPORTANT ENOUGH" TO COMMAND THEIR TIME.

PROJECT PROPOSAL

WE PROPOSE TO ASSEMBLE THE NAPVI LEGISLATIVE COMMITTEE, CONSISTING OF THE EXECUTIVE DIRECTOR AND THREE ADDITIONAL CURRENT AND/OR FORMER BOARD MEMBERS, IN WASHINGTON, D.C. FOR A PERIOD OF 5 DAYS.

DAY 1 SHOULD CONSIST OF FORMAL TRAINING BY THE AFB LEGISLATIVE NETWORK COORDINATOR AND HIS STAFF ON CURRENT ISSUES, EFFECTIVE MEANS OF APPROACHING CONGRESSMEN, AND THE ASSEMBLING OF AN INFORMATION PACKET APPROPRIATE TO LEAVE WITH LEGISLATORS.

Day 2 should consist of calling on Congressmen and/or their appropriate staff in teams (preferably in the company of an AFB staff person for the purpose of evaluation). Prior to arriving for this training, each member of the Legislative Committee will have been required to contact one of their Senators and their Representative to arrange these appointments.

Day 3 should involve a critique of the process and effect of these meetings. Each committee member should compose a narrative of their experience, as well as appropriate follow-up letters for committee review. Parents need to write their narrative while we are meeting together to assure content and timeliness of submission.

Days 4 and 5 should be devoted to compiling a parent handbook, including sample letters, narratives (e.g. how I overcame my fears, what kinds of questions was I asked, with what information do I need to be prepared, what to look for in their answer, etc.), how to find out who your representative is, where to write, forms of salutation, etc. A format for presenting workshops on this topic at future NAPVI and affiliate meetings should be developed as well.

Cost Estimates

We are asking for a grant of $7213.00 in addition to AFB staff time for the four members of the Legislative Committee.

5 nights hotel	$1800.00
Transportation	1693.00
Meals	1500.00

Legislative Packet Materials:

NAPVI fact sheet, resolutions, newsletter, folder, etc.	200.00
Rental of typewriter or computer for Days 3-5	50.00
Publication cost of Parent Handbook (1000 copies to give to parents)	1970.00
	$7213.00

Henry H. Hedgecock

Henry H. Hedgecock
USAF (Ret.)
Executive Director

Site (8)

National Association for Parents of the Visually Impaired, Inc.

• support
• information
• service

P.O. Box 562, Camden, New York 13316, Tel. (315) 245-3442

Officers
Eileen A. Hudson, President
Beloit, Wisconsin
Gail Granados, Vice President
Norwich, Connecticut
Jeanie Flack, Secretary
Harbor City, California
Kate Aldrich, Treasurer
Santa Rosa, California

Board of Directors
Susan Fraser-Perrotta
Cranston, Rhode Island
Norma Lucas
Girard, Ohio
Joan Johnson
Springfield, Missouri
Tom Auletta
Keystone Heights, Florida
Kay McKnight
Arlington, Texas
Ed Del Castillo
Upland, California
Christopher Cook
Knoxville, Tennessee

Executive Director
SMS Henry H. Hedgecock, USAF (Ret.)
Blossvale, New York

NAPVI is a non-profit organization.

NAPVI's officers and board members serve on a volunteer basis.

25 August 1988

Dear Board Members, AFB COORDINATOR

The next board meeting will be held from November 3-6 at the High Regency Dearborn, Fairlane Town Center, Dearborn, Michigan 48126.

We ask that you be present by noon on the 3rd and stay until after 1pm on the 6th. Please bring your copy of the minutes from the 1987 board meeting including the copy of the fiscal budget for 1987.

We would also like to remind you at this time to submit any articles you have written or collected to Mary Lou as soon as possible.

We will be having committee reports. There is a listing of all the committees and their members enclosed.

If you will let us know whether or not you intend to be present at the meeting by 1 October 1988, we will make reservations for you. Also let us know if you have a preference for a certain roommate.

Sincerely,

Henry H. Hedgecock

SMS Henry H. Hedgecock
USAF (Ret.)
Executive Director

HHH/TCH
enc.

RECEIVED
SEP -1 1988
A.M.Z.

NAPVI COMMITTEES

RAM
LE HEDGECOCK
NRY HEDGECOCK
LEEN HUDSON
TE ALDRICH
RISTOPHER COOK
IL GRANADOS-CHAIRPERSON

RESOURCE LISTS
ELAINE MOSES
DR. ALANA ZAMBONE
KEITHA ROBINSON
KAY MCKNIGHT-CHAIRPERSON

RESOLUTIONS
ELAINE MOSES
DR. ALANA ZAMBONE
KATE ALDRICH-CO-CHAIR
JUDITH STOTLAND-CO-CHAIR

SEARCH & REVIEW
LE HEDGECOCK
AN JOHNSON
Y MCKNIGHT-CHAIRPERSON

FUND RAISING
CHRISTOPHER COOK
SUSAN FRASER-PERROTTA
HENRY HEDGECOCK
GAIL GRANADOS
KATE ALDRICH-CHAIRPERSON

SCHOLARSHIP
NORMA LUCAS
SUE FRASER-PERROTTA
EILEEN HUDSON
HENRY HEDGECOCK
KATE ALDRICH-CHAIRPERSON

RLY INTERVENTION
M AULETTA
TE ALDRICH
RISTOPHER COOK
ROBINSON-CHAIRPERSON

AFFILIATIONS
NORMA LUCAS
LINDA KATSKEE
JEANIE FLACK-CHAIRPERSON

NEWSLETTER PUBLICITY
KEITHA ROBINSON-CO-CHAIR
MARY LOU WILKINSON-CO-CHAIR

GISLATIVE
AN DINSMORE
LEEN HUDSON
DITH STOTLAND
DELCASTILLO
NRY HEDGECOCK-CHAIRPERSON

TECHNICAL/ADVISORY
KAY MCKNIGHT
DR. CRANDELL
EILEEN HUDSON
DR. ALANA ZAMBONE
JUDITH STOTLAND
LEE ROBINSON-CHAIRPERSON

NOMINATION
SUSAN FRASER-PERROTTA
DIANA CUTHBERTSON-CHAIRPERSON

MBERSHIP
LE HEDGECOCK
M AULETTA
AN JOHNSON
RMA LUCAS-CHAIRPERSON

THE NATIONAL ASSOCIATION FOR PARENTS OF THE VISUALLY IMPAIRED EXECUTIVE COMMITTEE MEETING - 19 MAY 1988 - DEARBORN, MICHIGAN

Minutes

The Executive Committee of the National Association for Parents of the Visually Impaired convened at the Hyatt Regency Hotel in Dearborn, Michigan at 3:20 P.M., Thursday, 19 May 1988. Those present were the Executive Committee Members Henry Hedgecock, Kate Aldridge, Chris Cook, Eileen Hudson, Gail Granados, and Jeanie Flack.

After having decided to wave the reading of the 1987 minutes of the Board until a later time, the meeting was brought to order by Eileen Hudson, the first topic of discussion being a report of current finances by Henry Hedgecock. Henry advised the Board of mistakes corrected reflecting an end balance of $10,992.94 incorporating receipts of $192.00, four scholarship bonds totalling $1000.00, and savings/endowment of $2172.00. Furthermore, $32,000.00 for balance of FY 1988 was requested from AFB for proposed budget in order to defray expenses for transportation, maintaining contacts with affiliates, providing for increased attendance, and allowing for overall higher visibility. Additionally, per Chris Cook, it was

recommended that 2000 postcards be sent to the members/agencies in order to advise of the "800" phone number and of NAPVI's new mailing address costing some $300.00 at $.15 per card. This recommendation was approved by the Board for completion by 15 June 1988.

The next topic of discussion revolved around complaints about the timely production and distribution of the Newsletter, and it was proposed that, in light of the delays, that someone else be employed to compile the text and forward to the printer for final pasteup and run. Possibilities included the following: asking Kay Ferrell's doctoral students to do some writing and desktop publishing; have the Board members submit all text to Kay for input; have the Board members submit articles with the Quarterly Report and/or editing one article and submitting via electronic mail to Kay. Mr. Hedgecock would be soley responsible for the advertising copy.

The Executive Committee recommended, in conclusion, that Keitha Robinson be advised of the problem with the delays and of the impending possibility that the Newsletter would be done by someone else should these same problems continue, requesting that she first attempt to resolve them on her own. Another alternative suggested that Dr. Farrell work in conjunction with Mary Lou and the Board and make the production of the letter a concerted effort coupled with the

application for a bulk mail permit from USPS in order to make distribution that much more cost-efficient.

The third topic of discussion involved the problems with NAPVI affiliates and the lack of contact and coordination with the main body via the state/regional representatives. It was concluded that this lack of dialogue and support was contributing to not only the loss of current membership but also to a failure to enlist new affiliates within the several regions. One principal reason cited was the specific by-law stating that an affiliate in the formative stages was entitled to membership only after having been firmly established on the local level for a period of time. It was recommended that this rule be amended somewhat by providing NAPVI support through the informational Newsletter advising how we operate and how to contact us.

In order to remedy the situation, the Executive Committee recommended that Jeanie Flack be charged with the responsibility of coordinating with the regional reps to, in turn, maintain contact with the affiliates on a quarterly basis. The reps would advise the affiliates of renewal notices and dues, show how we operate and what we have to offer, clarification of problems, scheduling of outside speakers and NAPVI board members to attend meetings, ensuring that the affiliates are kept abreast of current events via the Newsletter, publishing a list of these

smaller affiliates in same, and, most importantly, soliciting new business through already-existing parent groups not currently with NAPVI; for example, Arizona, as suggested by Eileen Hudson in addition to the above recommendations. It was also suggested that the affiliates be particularly advised about the "800" phone number, sources of funds from either NAPVI or AFB, and to be encouraged to provide us with personal stories for subsequent publication. Jeanie would also be required to send welcome letters to the new affiliates, set up files and schedules to track their progress, and to provide non-members with a letter outlining reasons why NAPVI membership is more advantageous than "going it alone."

In a related matter, the subject of the Mainstreaming Books was raised. It was advised that the Mainstreaming Books were in the process of re-write by the author and that letters were sent to all those who had ordered. As of yet, no firm date of publication has been established and the possibility exists that current orders may have to be cancelled or at least postponed until a later date. It was recommended that production of the text be expedited and that assistance either was or could be offered by a staffer from the Blind Childrens' Center. The Executive Committee further recommended that the eye book be professionally typset and that the galley proofs be submitted for review

and approval. Kate Aldridge will proof text, submit a request for quotation, and, in turn, advise Chris Cook.

The group spent a brief time discussing nominations for new board members, involving the addition of Diana's draft to the overall job description in addition to the packet and the nominations' packet to the Nominations Committee, re: Regions II & IV. It was speculated whether or not Norma was to remain on the Committee. Guidelines were also submitted with the new job description and it was recommended that the new guidelines be incorporated with Diana's draft for the training of new Board members. There was also discussion about extending membership into sixteen (16) months from the present tenure. It was recommended by the Executive Committee that we do not extend memberships to this length and memberships remain from January to January with member dues due and payable after 1 November of the year prior. The total count as of this meeting per Henry Hedgecock was approximately 775 individuals and holding; i.e., total members.

The next item on the agenda involved pending legislation; specifically, P.L. 99-457 and related activities. It was recommended that the Board needs to follow up on legislative alerts and that it should be Alan's responsibility to get parents to write to their senators and congressmen as an exercise in awareness. Furthermore, copies of these letters should be on file with NAPVI in

order to be redistributed again with a cover letter from the Committee. Senators Kennedy and Riker, for example, in addition to others, would be contacted in order to solicit support. The Board recommended that Alan Dinsmore continue in his lobbying efforts on the Hill, especially during time of legislative alert with all political types being made cognizant of the "800" number. Henry is to contact Alan for follow-up to the February conversation about obtaining sufficient funds to enable three each NAPVI Board members to go to the Hill to lend support to his efforts.

The Board next discussed the Buddy-for-a-Year program. The idea was entertained that a new board member should be elected for 1988 and that possibly two members should be added for this purpose. It was recommended that board training for new members in the 'buddy' plan should be formalized by both Gail Granados and Kate Aldridge and passed on to regional reps as part and parcel of their responsibilities with guidelines to be drafted up for both Board and non-Board members.

The Three-Year Plan with all the Committee assignments on it was compiled back in November 1987, re: Eileen Hudson and Henry Hedgecock on a telecon with Don Bailey and it was agreed that it needs to be posted to Disc and forwarded to the Committee for printout. This is the assignment now for Gail.

On the subject of the executive notebook it was agreed that, again, one should be kept, that it should be three-hole punch for loose-leaf binder-type storage and that it should contain but not be limited to the minutes of the meetings and some but not all the contracts. This function will be Erica's responsibility to largely avoid duplication.

This, in turn, led to discussion of new policies concerning management of the office. It was agreed that no one individual should be charged with full responsibility for any one or number of functions, and that the workload needs to be shared. This will enable an on-going continuity allowing, for example, any one member of the Board or staff to step in, access the files, and assume a function should the need arise; e.g., the executive director, secretary, treasurer, et al. It was also recommended that a number of credit cards be issued to a certain limited number of Board members (five each) with a $5000.00 credit line (aggregate) for necessities as they arise. This will cut down on reimbursement expenses for out-of-pocket expenditures maintaining better financial control.

The next item during the meeting involved surplus T-Shirts from the contest held in Texas. Susan's proposal and Eileen's letter regarding the disposal of this high inventory were discussed. It was decided that the sending out of another letter would be unecessarily expensive owing to the fact that Eileen's initial letter did not get even

one response. Then the discussion centered on Susan's proposal. Chris Cook contacted the supplier who can silkscreen the T-Shirts and sell them for NAPVI on consignment. The Executive Board also recommends that Susan write an article in the next Newsletter concerning these items and, if no response by 1 September 1988, the matter should be dropped with a recommendation to the full Board.

The next item of discussion revolved around the subject of scholarships. Kate Aldridge is now the Chair of the Scholarship Committee. The first awards are to be given out at the 1989 convention. It was agreed that an article will be written ASAP to be inserted into the Newsletter describing the specific scholarships for the VH student & professional in the maximum amount of $500.00. Applications for eligibility are available at the NAPVI general offices. The article must be in the fourth quarter Newsletter advising prospective candidates to submit their applications by 1 March 1989. There was also discussed the possibility of creating awards for other categories providing, of course, that funding will allow for it. Regardless of current financial status, however, the Board agreed that the Scholarship Committee needs to develop applications for all categories and, specifically, that a criteria must be established for gifted and MH categories. It was agreed by the full Board that this must be completed by November and to be put to a vote at that time.

On the subject of the by-laws, the Board agreed that the already-approved amendments to the same should be inserted into the next Newsletter for approval on the September ballot. At this juncture, Henry Hedgecock will pull his previous article and resubmit for publication. Error in by-laws corrected to reflect that the President and not the Treasurer should be the signatory to all contractural agreements.

On the subject of correspondence, Kay's letter requesting parent input on early intervention study. Ed to look into parent group at Blind Children's Center with Kate Aldridge to provide follow-up.

On the final subject of budget, the Executive Board passed the 1988 budget for FY 1988. The recommendation made by Kate Aldridge that the Budget be accepted was made in a motion to the full Board and seconded by Gail Granados. A motion was also passed to accept awards once a year. A number of other motions regarding advertising/marketing contracts authorized by the Board and letters from the President to the Chairmen of the various committees also passed.

Meeting adjourned at 2:30.

National Association for Parents of the Visually Impaired, Inc.

• support
• information
• service

P. O. Box 180806, Austin, Texas 78718, Tel. (512) 459-6651

Officers
Elaine Moses, President
Austin, Texas
Eileen Hudson, Vice President
Beloit, Wisconsin
Judith Stotland, Secretary
North Hollywood, California
Henry Hedgecock, Treasurer
Charleston, South Carolina

Board of Directors
Diana Cuthbertson
Boston, Massachusetts
Fay Corey
Pittsburgh, Pennsylvania
Joan Johnson
Springfield, Missouri
Mary Lou Wilkinson
Forrest City, Arkansas
anie Flack
Billings, Montana
Kate Aldrich
Santa Ana, California
Gail Granados
Norwich, Connecticut

Executive Director
Lee W. Robinson, Ed.D.
Austin, Texas

July 5, 1985

Dear Board Members,

I hope your summer has had a good start. It's time for us all to think about next year's budget and the National Convention scheduled for Dallas in November of 1986. A conference call is scheduled for Wednesday July 17th at 8:00 P.M. (Central Standard Time) for us to discuss and vote on current issues/projects that cannot wait until the November board meeting. An alternate conference call date is scheduled for July 18th at the same time. If you are not available for the July 17th date, call Lee or Elaine immediately. If we change the date from July 17th we will call you and let you know of the change.

Enclosed you will find a number of materials, including the proposed budget, minutes from the Excuetive Board meeting, the plan for the National Conference, and the motions for voting. Please read the materials carefully and be prepared to comment briefly during the call.

We hope to get a number of projects started following the conference call. Looking forward to talking with you soon.

Sincerely,

Elaine Moses

Elaine Moses
President

Lee Robinson

Lee W. Robinson
Executive Director

RECEIVED
JUL 11 1985
K.A.F.

Draft 5/19/85

NATIONAL ASSOCIATION FOR PARENTS OF THE VISUALLY IMPAIRED, INC.

Budget Information

	1984	1985	Proposed 1986
Office Rent ($250.00/month; estimated increase to $270.00/month)	$ 3,000.	$ 3,000.	$ 3,240.
Secretarial Assistance (1/2 time at least 20 hours/month; estimated increase to $650.00/month)	6,000.	7,200.	7,800.
Newsletter (4 issues)	3,200.	3,900.	3,900.
Telephone:			
National Office	1,400.	1,800.	1,800.
Board Members	0.	500.	500.
Postage:			
National Office	1,500.	2,000.	2,000.
Board Members	0.	300.	300.
Office Supplies	300.	500.	500.
Fundraising	2,800.	2,800.	3,000.
Annual Meetings	5,700.	6,500.	6,500.
Executive Board Meeting	1,500.	2,000.	2,000.
Conferences	3,000.	4,500.	4,500.
Printing	1,700.	1,000.	2,000.
TOTALS:	$30,100.	$36,000.	$38,040.

Income

American Foundation for the Blind	$20,000.	$22,000.	$24,000.
NAPVI	11,000.	14,000.	15,000.
TOTALS:	$31,000.	$36,000.	$39,000.

MOTIONS FOR VOTING

Please have this before you during the conference call, mark your vote, sign and return to Judi Stotland, secretary no later than July 25, 1985.

1. To approve the general plan of conference as a guide in planning for the National Conference.

   Yes _____ No _____ Table _____

2. To approve the budget as proposed for the upcoming fiscal year.

   Yes _____ No _____

3. To exceed printing budget to produce 1500 copies of "Why Join NAPVI?"

   Yes _____ No _____ Table _____

4. To exceed printing budget for Parents to the Rescue.

   Yes _____ No _____

5. To contract with an outside organization such as Naman and Associates of Waco, Texas to produce a tradeshow for the National Convention for no more than 2/3 of fees collected, including any rental expense. (NAPVI profit to be at least 1/3 revenue).

   For _____ Against _____

6. To contract with an outside organization to produce a program/adbook for the national convention.

   Yes_____ No_____

7. To charge $400 per space for trade show for both profit-making and nonprofit organizations.

   For _____ Against _____

8. To have a raffle drawing at the National Convention. Cost $1 per ticket. Each individual who sells $150 tickets to receive one chance at a drawing for free room and airfare at the convention.

   For _____ Against _____

9. To purchase a modem and attendant software for sum not to exceed $500.

not in budget minutes p. 11

Yes _____ No _____

10. Authorization to spend up to $200 for a plaque listing all special award winners.

Favor _____ Oppose _____

11. Authorization to spend up to $200 for a plaque listing all offgoing board members.

Favor _____ Oppose _____

12. To contract on a consultation basis as funds allow for a Conference Director and clerical assistants at the discretion of the Executive Board for a sum not to exceed $22,875 (approximate division $18,715 Conference Director, $4,160 clerical).

Favor _____ Oppose _____

13. To create a lifetime membership of NAPVI (membership contribution $1,000).

14. To approve flyer as drafted for dissemination.

Favor _____ Oppose _____

15. To approve the contracts as written for the Executive Director's position, the Secretary's position and for the office space.

Favor _____ Oppose _____

National Association for Parents of the Visually Impaired, Inc.

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Forrest City, Arkansas
Jeanie Flack
Billings, Montana
Kate Aldrich
Santa Ana, California
Gail Granados
Norwich, Connecticut

Executive Director
Lee W. Robinson, Ed.D.
Austin, Texas

RECEIVED
OCT 15 1985
A.F.

October 7, 1985

Dear Board Members,

We are busy preparing for the upcoming meeting November 1-3, 1985 at the North Park Inn and Convention Center, 9300 North Central Expressway, Dallas, Texas. We would recommend that you make plans to arrive October 31, and return after 12:00 (noon), Sunday, November 3. After arrival at Dallas/Ft. Worth Airport the LINK shuttle service is available to the North Park Inn ($8.00/person one way). If you arrive at Dallas/Love Field, there is courtesy car service to the hotel. At the risk of sounding evasive, it is hard to predict the temperatures in big "D" this time of year. It's wise to bring at least one warm jacket. Temps in the 70s to 80s are likely, 50s at night, but beware of "blue northers" (suddenly 30 degrees colder).

Room reservations at the hotel have already been made. Sharing double rooms will be Elaine and Kate; Judi and Jeanie; Fay and Norma; Mary Lou and Jackie; Joan and Diana; Gail and Eileen. The hotel has been very generous and we appreciate their thoughtfulness.

Enclosed is a tentative agenda and a financial report for your consideration and review. Also enclosed is a copy of the executive committee minutes for July, 1985. Careful review of both the conference plan and the three-year plan will help us accomplish the needed planning for the coming years.

It will be helpful to have any proposals you wish considered in a written outline form which can be duplicated for the other members. If you can have the information to the national office by October 23, we will be happy to type and/or copy and have it available in Dallas. We also plan to have updated letterhead and supplies available. If you have any particular needs, please call on our new toll-free number (1-800/225-0227-994610). (The last six digits are for billing purposes.)

As you may already know, we have four people who are attending the Board meeting for the first time. They are Norma Lucas, Region II; Joan (pronounced "Jo-Ann") Johnson, Region III; Tom Auletta, Region IV and Kate Aldrich, Region VI. Each of them has been active in NAPVI for several years and has a great deal of talent. We welcome them as part of the "family."

If you have any questions or concerns, please let us know soon. See you on Halloween!

Sincerely,

Lee W. Robinson Ed.D.
Executive "Spooksman"

Tentative Agenda

Annual Board Meeting
of the
National Association for Parents of the Visually Impaired, Inc.

Dallas, Texas
November 1-3, 1985

Friday, November 1, 1985

8:30 - 10:00 a.m.		Welcome and introduction of new members.
		General Activity reports
	I	Diana Cuthbertson
	At-Large	Gail Granados
	II	Fay Corey
		Norma Lucas
	III	Eileen Hudson
		Joan Johnson
	IV	Mary Lou Wilkinson
		Henry Hedgecock
		Tom Auletta
	V	Jeanie Flack
		Elaine Moses
	VI	Judi Stotland
		Kate Aldrich
		Jackie Carroll
		Kay Ferrell
10:00 - 10:15		Break
10:15 - 11:00		Progress Reports
	Secretary	- Minutes of Previous Meeting
	Treasurer	- Financial Report
	Director	- Membership and Operations
		- Fund Raising
		- Other
11:00 - 12:00		Convention Briefing by Program Committee
12:00 - 1:00		Lunch
1:00 - 2:00		Tour of North Park Inn and Convention Center
2:00 - 3:00		Meeting with North Park Staff
3:00 - 3:15		Break

3:15 - 5:00 Upcoming Events and Issues with Committee Assignments

- Josephine L. Taylor Leadership Conference
- Legislative issues
- Affiliation Services and Requirements
- AERBVI Relationship
- ALL Membership
- Fund Raising Contract
- Convention Committees
- Other

5:00 - 8:00 - Dinner

8:00 - - Committee Meetings

Saturday, November 2, 1985

8:30 - 10:00 Convention Planning

10:00 - 10:15 Break

10:15 - 12:00 Committee Reports and Discussion of On-going Projects

- Cope Book
- Lists
- Eye Conditions book
- Publications Newsletter
- Nominations
- Affiliations

12:00 - 1:00 Lunch

1:00 - 4:00 Proposals and Planning for New Projects

4:00 - 7:00 Dinner

7:00 - Committee Drafts, Projects, Recommendations, Resolutions, etc.

Sunday, November 3, 1985

8:30 - 11:30 Voting upon Proposals Recommendations and Resolutions

11:30 - 12:00 Wrap-up

12:00 - Adjournment

NAPVII Financial Report

Checking Account:	Expenses	Receipts	Balance
Beginning Balance 9/01/84			4790.97
Phone	1723.77	-0-	(1723.77)
Publications	7851.64	1769.50	(6082.14)
Postage	1806.41	8.00	(1798.41)
Bank Charges	24.63	23.13	(1.50)
Outside Services	1860.00	-0-	(1860.00)
Fund Raising	-0-	-0-	-0-
Supplies	504.98	-0-	(504.98)
Rent	750.00	-0-	(750.00)
Contributions	25.00	20448.12	20423.12
Travel	5280.45	756.28	(4524.17)
Miscellaneous	179.65	-0-	(179.65)
Dues	11.00	4067.20	4056.20
Transfer to/from Savings	4500.00	-0-	(4500.00)
	24517.53	27072.23	
Ending Balance 8/27/85			7345.67

Savings Account & Certificate of Deposits:	Savings	CD	Total
Beginning Balance 9/01/84	621.01	4000.00	4621.01
Interest	396.09	-0-	396.09
Transfer to/from Checking	1500.00	3000.00	4500.00
	2517.10	7000.00	
Ending Balance 8/27/85			9517.10

I verify that the books and records of NAPVII are correct and up to date as of August 27, 1985.

Henry Hedgecock
Treasurer, NAPVII

Donna J. Ford

Donna J. Ford

NAPVII
Statement of Receipts and Expenditures
For the Year September 1, 1984 thru August 27, 1985

Receipts:		
Contributions	20423.12	
Dues	4056.20	
Publications	1769.50	
Total		26248.82
Expenditures:		
Phone	1723.77	
Publications	7851.64	
Postage	1798.41	
Bank Charges	1.50	
Outside Services	1860.00	
Supplies	504.98	
Rent	750.00	
Travel	4524.17	
Miscellaneous	179.65	
Total		19194.12
Excess Receipts over Expenditures		7054.70
Transfers from Checking to Savings		4500.00
Total Change in Checking Account Balance		2552.70
Total Interest Earned on Savings Account and Certificates of Deposit (All interest is deposited into Savings Account)		396.09

NAPVII
Contributions Received
September 1, 1984 thru August 27, 1985

David Hirsch	2.00
Patricia Albright	10.00
Irma Maas	7.00
Henry H. Hedgecock	100.00
Benjamin and Barbara Lord	22.00
Mrs. Frank L. Crowell	22.00
Esther M. Evans	2.00
Elizabeth S. Noyes	50.00
Mike and Marlene Tucker	5.00
Mr. and Mrs. Joseph Tubridy	17.00
Sarabeth A. Webster	10.00
Robert and Charlene Niebauer	5.00
Dorothy A. McLaud	2.00
Mrs. Theodore C. Mallon	25.00
Maxine A. Horn	20.00
Anthony D. and Patricia Tramontozzi, MD	25.00
William N. and Anne Borg	5.00
Laurence P. and Marjory B. Smith	50.00
George and Emily Lane	50.00
Larry and Elaine Coletti	20.00
Janet Seeger	10.00
Miss Adrienne	5.00
Kathy Chung	45.00
Diane Moshenrose	2.00
Mr. and Mrs. Richard Midkiff	5.00
John and Connie Ferritto	50.00
Annette C. Skellenger	22.00
Cherles E. and Joanne M. MacPeek	20.00
Joan M. Wilson	2.00
Kenneth Tapp	7.00
Mary Reicks	17.00
Mrs. Helen Korduros	10.00
Barbara Newman	2.00
Jan Williams	2.00
Lorraine McDonald	20.00
Rosemary Moon	20.00
Mr. and Mrs. C. Edward Cate, Jr.	10.00
Sherry Lowry	10.00
Catherine England	10.00
Robert and Norma Seller	10.00
Mrs. Dean Sumner	5.00
Charles and Anita Kelly	25.00
Donna Reed	10.00
Thelma Schlapia	3.00
Paul C. Reinert	7.00
Jeff Patterson	5.00
Mary J. Hahn	5.00
Mr. and Mrs. Frank J. Crisafulli	20.00
Steven and Diane Lawrence	5.00
Ruth M. Anderson, MD	22.00

Contributions Received Cont

Miss Geraldine Scholl	7.00
Madeline and Peter Cook	10.00
Mr. and Mrs. Robert Liffy	5.00
Barry Riebman	5.00
Mary C. Armstrong	5.00
Mr. and Mrs. James Price	7.00
Ivan E. and Bonnie A Welch	20.00
Beverly Haman	5.00
Mrs. Norma L. Schecter	10.00
Mr. and Mrs. Kevin P. Kiley	20.00
Karen Richardson	10.00
Marcia T. Lynch	7.00
Craig and Debbie Hosey	10.00
Terry and Robin Osberman	5.00
Leonard and July Iten	10.00
Jeff and Karen Wandsneider	5.00
Gary and Pamela Mann	5.00
Bonnie Buters	7.00
Douglas G. Smith	7.00
William Leahy Family	5.00
Rebah J. Hubbard	2.00
Phil Hallen	10.00
Mr. and Mrs. Paul H. Spies	10.00
Mr. and Mrs. R. Balzer	5.00
Michael and Diane Mattock	10.00
Gerrit and Esther Kats	10.00
Mrs. William Whitley	5.00
Domi and Virginia Cornales	10.00
Sharon Darnton	2.00
Laura Vidal	50.00
Mr. and Mrs. Paul Hackworth	5.00
Karen A. Rhodes	2.00
Melvin and Caryl Goldstein	5.00
Billy D. and Barbara M. Byrd	20.00
Bernard E. and Joanne M. Schmitz	5.00
William D. and Elaine H. Bethke	5.00
Patricia Anne Davis	12.00
Howard and Sara Nixon	25.00
John and Susan Mishio	10.00
Elaine Patton Moses	100.00
James R. Dougherty Jr. Foundation	4200.00
Mr. and Mrs. Grover W. Hedgecock	100.00
Richard D. Wetzel	5.00
Rick Lind and Kate Aldrich	45.00
Nancy L. Shaw	2.00
American Foundation for the Blind	14553.32
E. Lynne Albright	2.00
Noel and Sharon Gilbert	5.00
Dr. Janet Klineman	2.00
Barbara M. Howett	17.00
Robert C. and Elizabeth H. Sauerzapf	5.00
Gerald A. and Shirley Daly	20.00

Contributions Received Cont

Steven and Susan DeRosa	20.00
Darrell and Bonnie Rhoades	5.00
Margaret A. Muse	5.00
Emogene B. Johnston	12.00
Mrs. Elizabeth Williams	5.00
Diane Whitfield	5.00
Janie and Bill Greene	5.00
Omaha Parents of the Visually Impaired	13.40
NAPVII of Ohio	14.40
Benevolent Patriotic Order c/o Does of USA Drive #1	104.00
Total Contributions	20448.12

The National Association for Parents of the Visually Impaired, Inc.

Board of Directors' Annual Meeting

Minutes

November 1-3, 1985

The annual board meeting of the National Association for Parents of the Visually Impaired was called to order by President Elaine Moses on 11-1-85. The meeting was held at the Wyndham Hotel in Dallas, Texas. Those present at the meeting were Gale Hedgecock, Kate Aldrich, Diana Cuthbertson, Tom Auletta, Joan Johnson, Norma Lucas, Elaine Moses, Lee Robinson, Eileen Hudson, Gail Granados, Jeanie Flack and Fay Corey. About one week prior to the board meeting, it was learned that the Northpark Inn was closing and there is a need to determine a new conference site.

Individual pictures will be taken during the meeting to be used as needed for pubilicity.

Mr. Jay Naman of Naman & Associates spoke regarding his experience and the options we have in locating a new site. The Trammel Crow Corp., which owns the Wyndham, the Northpark and the nearby Antole, has been advised that we expect them to perform on our contract. The pros and cons of each hotel was considered. The Anatole is so large as to limit the amount of interaction between parents. Hotels in Arlington and downtown Dallas are also being considered by the committee. Lee Robinson proposed to have a walkthrough of the Northpark and other facilities.

Lucy Crow Billingsly is the owner of the Northpark. All negotiations regarding the contract will be made with her. Legal assistance will be sought

if negotiations fail. We have requested reimbursement of $3,375 - in funds we have spent for fliers, etc. At this time the organization is not asking for any expenses outside of the ones known.

Individual board members reported on their activites at various meetings and ideas regarding possible affiliates:

Judi Stotland reported having spoken at AER's Southwest Regional Conference and at the Preschool Network Conference for Southern California.

Diana Cuthbertson attended the Lighthouse meeting. Possible affiliates are Scotch Plains, NJ, inner city New York. Kitty Birtaweg in Maine is a good contact as is Susan Frazier- Perrotta in Rhode Island. Diana is a contact for Massachusett's Early Years Education Symposium (EYES). Mary Mooers is a professional contact in New Hampshire. Diana is planning a meeting for AFB, to include critical issues in preschool which will represent the parent perspective. She will be on the Transition Team for Massaachusetts. Approximately 300 will attend the New England regional conference at Perkins School.

We could use parent training centers for contacts. Blind Childrens Center - Elaine Baldridge will train at TASK for doing advocacy.

Joan Johnson attended the Vision Conference in Illinois: several local groups there are interested in forming a statewide group. The State School is the best contact. There is a Northbrook parents group. Lee Robinson said that if we could pull group representatives together, we might get a state affiliation. Tom Whalin, EVIN, started a preschool in Springfield.

Tom Auletta discussed the North Florida Parents of the Visually Impaired and his participation on the Florida Transistion Team.

Gale Hedgecock will representative NAPVI at CEC next spring in New Orleans.

Jeanie Flack discussed the Salt Lake City meeting. The group is needing support. Tammy Ostlender is the contact person for the group. Another group in Oregon needs support. Her lawyer in Montana is still working on a lawsuit for adequate education for parents. The Administration wouldn't hire a teacher without a committment from Jeanie to stay and she brought another parent in. Jeanie serves on an AFB board to deal with improving education in rural education and is currently working with the mentally disabled

Fay Corey is working on a state task force, "Right to Education." She wants a NAPVI resolution on the need for more braille books. Nationally the problem is getting books on time in either large print, braille, or tape. A totally blind, mainstreamed child testified to this issue. Fay is fighting for individualized Physical therapy for Josh, and Judy Stotland commented that it may be a national problem, since in California there are major efforts to divest PT and OT from education to medical service delivery. Tom Auletta suggested asking to see cooperative agreements. Diana Cuthbertson suggested writing Madeline Will regarding her monitoring of state situations.

Gail Granados attended the New York Conference. Possible affiliates include one group in Northern New Jersey and another in Northern New York (Albany). She also went to a Virginia meeting to organize a parent network and professional financial support from State. Connecticut has 350 families.

Eileen Hudson is a member of the Statutory Council in Wisconsin and of the Transition Team. Helen Keller Techincal Advisory Center had a transistion conference for the deaf/blind. She has a few speaker committments for the conference.

Eileen wrote two proposals for Illinois Vision Conference relationships between teachers and professionals and creating parent groups. Early Years has

divided into rural and age 0 to point of diagnosis for mandating services. Henry stated that the Seminar had a program regarding ethical practices.

A board member suggested that our resolutions be distributed more widely.

Fay Corey suggests honoring Senator Weicker for his efforts in his work for the handicapped.

Dr. Ferrell and others at AFB are planning a conference, Critical Issues in Early Childhood, for Arlington, Virginia May 1-4, 1986. It will be a conference parents can attend at no fee.

Lee Robinson stated that our current membership has grown again this year to a 125 percent increase and over 800 members. Henry Hedgecock stated that his records show 741 members, of which 448 are parents.

NAPVI has applied for another AFB grant to maintain us at $24,000, 26,000, 28,000 for the next three years. We have a tentative commitment. We are generating a part of our own funds. We need an endowment fund of $1.5 million in order to have an independent operating budget. September 30, 1985 ended our provisional tax-exempt status. Lee Robinson anticipates approval of application when it is submitted. We are not following up as well as we could with our affiliates. We need to add to our guidelines and assign responsibilities more carefully.

Transistion issues are of national concern, as teacher shortages continue to be. Noncategorical services is another major issue. Quality of service, as in the California Guidelines, must be addressed. Parents don't know of alternative services/models available to them.

We have received materials from our vendors.

Lee Robinson will go to Wisconsin for a conference on Career Opportunities for the Blind, as the keynote speaker.

The 1984 Executive Meeting Minutes were amended to read that $1,000 donors could be considered as a life-time membership and could be donations over a period of time. Conference votes to be attached to the minutes.

1984 minutes were accepted. 1985 executive minutes accepted as amended.

All board members are encouraged to make contributions.

Financial report accepted.

AFB National Consultant, Judy Scott, attended. She said AFB is very commited to NAPVI and will help in any way they can.

Elaine Moses stated that the keynote speaker for Day 1 of the Convention is Natalie Barraga. We continue to need a greeter from the City of Dallas.

The conference plan was reviewed at this point in the meeting. The following are comments made in regards to the plan.

Need to deal with child care.

Evaluations form should be included.

A committee of four will meet with Trammel Crow's representative at 8:00 to negotiate hotel arrangements.

Issues in workshops should emphasize how it effects the individual child and family.

Commission for the Blind of Texas has agreed to help with the videotaping of the conference.

Trade Show: Reduction if an agency member of NAPVI of $100. The booth cost is $22.00.

Contract with Schneider and Associates for Adbook.

Solicit affiliates for Adbook ads. Adbook could be a resourcebook.

Decorator contract will be renegotiated.

Conferecne function sheet is to be used for each job we have at convention.

Jeanie Flack asked for a presentation packet for soliciting parent sponsorships for travel to conference.

HCA - Judy Stotland will contact hospital group.

Fay Corey talked about arranging bus trips to the convention.

Tom Auletta suggested that speakers should utilize the function form as well.

Each committee needs to submit a description of its functioning .

Reminder: Send in reimbursement forms to Henry Hedgecock before three months or the money in question will be considered a donation to NAPVI.

November 2, 1985

Laura Vidal is representing NAPVI at the Florida State meeting this weekend.

The committee had breakfast with Pat Smith of Trammel Crow. She wants us to look at Infomart as a possible convention site and to use the Wyndham as the hotel site. She is possibly amenable to defraying our costs at another facility in exchange for a sponsorship listing on our program. Henry Hedgecock strongly recommends a damages clause in a new conference contract in case there is another cancellation.

The membership list was discussed. Paid membership is 710 to date. Henry Hedgecock has 741.

Travel for board members was discussed. It was determined that our budget allows us to send a board member from each region to a conference per year. The Transition Conference was discussed. Diana and Fay will be attending as state representatives. Henry and Elaine should also attend. A reception will be provided for the parents.

Lee and Diana plan to attend the Josephine L. Taylor Leadership Conference.

The AERBVI national conference in Chicago was discussed. It was decided that Eileen, Joan and maybe Judi would attend.

Legislative: Funding for due process; handicapped parking discriminatory to eliminate VH. The Gramm-Rudman initiative purports to guarantee a balanced budget. It puts only 30 percent of budget at risk - including special eduacation. Write for full funding of special education. Ask specifically which items will be affected.

Critical Issues of Infant and Preschool May 2-4, 1986: Kate will attend for NAPVI.

The fund raising contract has not produced much income. A list of foundations has been requested. Funds that were received from the Daugherty Foundation have been used to obtain a toll-free number for Napvi. ($2/month; 1-800-225-0227 tone 994-610).

Diana Cuthbertson wants a boiler plate packet for fund raising and list. AFB has been approached for direct funding for the convention. A response has not been made.

Other possible sources for fund raising are the Lions Club, and Telephone Pioneers.

Tom Auletta suggested approaching students in teacher prep for membership, including O.T./P.T.

Eileen Hudson will contact Lions Clubs; Jackie Carroll, Telephone Pioneers, medical professionals, Joan Johnson.

Ask special education students to volunteer blocks of time to babysit children at the conference.

Various jobs that need assignment for the conference include Registrations, Banquet, Awards and Contests, Trade Show Coordinator.

It was suggested that the week before the conference should be set aside by board members to prepare for last minutes details.

Registrator coordinator: Gail Hedgecock

Additional volunteers for Registration: Elaine's family, Glenda Patton

Job list for conference preplanning:

1. Location /time — Elaine and Lee
   Advance Publicity — Central office
   Lions — Eileen
   Letter, business cards, Conference brochure — Lee
   Door prizes
2. Essay contest: 3 categories - parent, professional, child. Mary Lou, chair; Kate would judge.
3. Tom will supervise the trade show.
4. Judy Scott and Elaine and Lee - catering
   Packet Coordinator - local person under Gail
   Lee will try to locate Spanish and deaf interpreters.
   Registration forms should specify wheelchair, braille, large print, spanish and hearing impaired.
5. Program/Adbook — Kate and Eileen Hudson
   Welcome letter — Elaine
   Board Bios
   Speakers Blurb
   Quotes from parents
   History of NAPVI

6. Donor and Sponsor — Jeanie

7. Program — Eileen Hudson

Media Show — Joan Johnson

Physical Arrangements — Central Office and Prog Comm. and TA

Social Director — Fay Corey and Sherry McGee

Hospitality — Norma

Volunteer coordinator — Lee Robinson, Elaine Moses, Judy Scott

Resolutions — Judi Stotland

Thank you to Governor of State, etc.

Banquet coordinators — Fay and Norma

8. Awards for most helpful hotel employees — Diana Cuthbertson and Gail Granados

Contests, Door prizes, alphabet soup; same birthdates, youngest and oldest child, first registration. Alphabet soup list - Judi Stotland

Taping — Lee

Each committee chair will submit a plan

9. Speakers-program

Raffle - "Void Where Prohibited by Law" Labled

Committee Reports

Grandparents and Memorials at cost of lifetime membership to equivalent of 20 years dues certificate and plaque. Honorary lifetime membership based on achievement at action of board. D Card $1000 is over a lifetime of contributions - lifetime member parents can vote even after the child reaches 21.

It was determined that the committee should review the Grandparents issue further.

Memorials as stand.

Affiliations: Jeanie to Chair, Lee Robinson will send affiliation applications to Jeanie who will send persons letter of welcome and assign a board "babysitter" who matches the needs of the group. Focus on what NAPVI can do for the group, the parents and their child.

Eileen Hudson will send eye conditions book to Kate Aldrich for further research.

The need for a group homes resolution was discussed.

Henry discussed the scholarship programs and is soliciting Lions Clubs for lists of parents.

A bulletin board of current and past board members was discussed to have on display at the conference and for other meetings.

Fay discussed the book she has been working on dealing with coping. She recommends a price of 7.50. Norma Lucas made a motion to publish the book and Kate Aldrich seconded it; motion carried.

November 3, 1986

Detroit Society for the Blind has started a computer network called "Foresight". NAPVI could be responsible for the parent component.

ALL has approached us for affiliation. They are a political group for coordinated activities. Cost is $100 per year and cost of sending a representative. They gave a notebook to each legislator with statements on blindness. A motion was made that we join ALL for this year.

Board was requested to send black and white baby pictures for Preschool Learning Activities book cover.

Kate Aldrich moved that we be flexible in choosing our meeting date for next year to the second week of November if necessary. It was passed.

Diana Cuthbertson suggested that the price of the coping materials be changed to $8.00.

Banquet suggestions: Texas barbeque and ribs, chicken, and a cash bar and banquet, Birthday party for NAPVI, popcorn, cake and media show.

Entertainment suggestion: Jason Ellsworth, a blind/cp child from Connecticut, might be invited to perform.

Hotel Selection: first choice is Sheraton. We can live with the Infomart but not with the Anatole.

Jeanie suggested that the affiliation packet additions be made simpler for parents to understand, stating that she considers "Parents are heart, NAPVI the head. She also stated that we should consider NAPVI in the same manner as an insurance policy - there if and when we need it.

1) Bill for local affiliate from National office

2) Send mailing list to affiliate for local billing

3) Affiliate bills for NAPVI and NAPVI sends a bill for % of membership to affiliate.

Lee will send a separate billing to affiliates stating that in stead of joining NAPVI, they should send a total Lee to the affiliate.

Henry H's affiliate bills state how much membership and to submit to the treasurer of the local group to forward to national office.

The Affiliation Committee should bring alternate concrete suggestions for review by board as a bylaw change in future.

Consensus of group to incorporate Jeanie's suggestions in affiliation packet.

A presentation was made to Fay Corey for all her years of service. She gave the multihandicapped a firm place in NAPVI.

Resolutions

Group homes passed.

Re-release 94-142 with cover letter passed

Availability of materials passed

Confidentiality policy passed

Related Services passed

Henry made a motion that the ICU resolution be tabled. More information needs to be located regarding the issues involved. Parents should have a right to make to an informed decision.

Henry's address will change July 1, 1986.

Tom Auletta stated that we should have a Wednesday night pre-convention meeting which everyone must attend.

Henry Hedgecock stated that the registration packet should have the forms included to give permission to videotape and record comments, consents to be signed at registration.

Fay Corey will write an article called "When you sign your name."

All convention plans need to be relayed to Lee Robinson and Elaine Moses to keep them up to date.

Please list out what your committee responsibilities are and send to National Office.

Adjourned 11:50.

85.2 RESOLUTION ON RELATED SERVICES

WHEREAS, NAPVI recognizes that visually impaired children need the services of a credentialed teacher of the visually impaired and that many children need related services including, but not limited to, the following: occupational and/or physical therapy, adaptive P.E., speech and language therapy, orientation and mobility and transportation, and

WHEREAS, these services are sometimes not available because of lack of properly credentialed professionals, and

WHEREAS, the school district must retain the responsibility for ensuring that all related services are provided for each pupil as determined by the IEP and due process,

NOW, THEREFORE, BE IT RESOLVED that the National Association for Parents of the Visually Impaired, Inc. at its annual meeting in Dallas, Texas, November 1-3, 1985, actively supports the provision of appropriate related services to be insured without delay by the school district as specified by state and federal legislation.

85.1 RESOLUTION ON GROUP HOMES

WHEREAS, group homes can enhance the quality of life, especially for some visually impaired individuals currently placed in state institutions, and

WHEREAS, the existence of such homes will provide a necessary option in the continuum of services available to the visually impaired, and

WHEREAS, proper functioning of such homes is dependent upon adequate support services and follow-up,

NOW, THEREFORE, BE IT RESOLVED, that the National Association for Parents of the Visually Impaired, at its annual meeting in Dallas, Texas, November 1-3, 1985, hereby advocates support measures leading to increase the number of placements available in quality group homes as an alternative on the continuum of services available.

85.3 RESOLUTION IN REAFFIRMATION OF P.L. 94.142

In recognition of the tenth anniversary of P.L. 94-142, the National Association for Parents of the Visually Impaired, Inc. (NAPVI) is pleased to re-release our 1982 resolution and to re-affirm our commitment to the process and safeguards inherent in this landmark legislation:

82.1 RESOLUTION IN SUPPORT OF P.L. 94-142

WHEREAS, The National Association for Parents of the Visually Impaired (NAPVI) exists to promote a united effort to acquire and maintain quality services for all blind and visually impaired children; and

WHEREAS, Public Law 94-142 (the Education for all Handicapped Children Act) was implemented as a result of a decade of intensive efforts by parents and professionals working in concert on behalf of children with disabilities; and

WHEREAS, P.L. 94-142 was intended and designed to promote the social and economic independence of disabled citizens and to reduce the incidence of restrictive and costly custodial institutionalization; and

WHEREAS, P.L. 94-142 is an appropriate mechanism to ensure and provide for the active participation of parents in planning and implementing individualized educational programs for their disabled children, and creates due process safeguards for parental advocacy; and

WHEREAS, such independent parental advocacy, protected by due process safeguards, has stimulated more educational services to children with disabilities than in any other period of our national history; and

WHEREAS, comprehensive documentation is required by P.L. 94-142 to assure that legislative intent is carried out, and that such documentation can become excessive and counterproductive to the child's interest if left unchecked; and

WHEREAS, NAPVI supports efforts to keep excessive documentation to a minimum while monitoring individual student needs and the delivery of appropriate and effective educational services designed to ameliorate such needs; and

WHEREAS, P.L. 94-142 has resulted in a significant long-term public savings through the enhancement of independent living skills of children with disabilities; and

WHEREAS, P.L. 94-142 has resulted in increased knowledge and technical benefits in the area of general education, benefiting society as a whole, while decreasing the social dependence of citizens with disabilities;

THEREFORE, BE IT RESOLVED, that the National Association for Parents of the Visually Impaired, Inc. (NAPVI) reaffirms its complete support of P.L. 94-142; and

BE IT FURTHER RESOLVED, that NAPVI opposes pending and future attempts to emasculate P.L. 94-142 through deregulation, and especially through those efforts, which might result in the elimination or limitation of due process rights, safeguards, procedures, and other key provisions which protect the educational rights of handicapped children, their parents and guardians, and their teachers, and

BE IT FURTHER RESOLVED, that NAPVI, its members, affiliates and the constituency it represents, unite to safeguard the spirit of P.L. 94-142, and to utilize every available resource to guarantee the rights of disabled children to a free and appropriate public education under this Act; and

BE IT FURTHER RESOLVED, that NAPVI actively support the full funding and implementation of P.L. 94-142 in the sure knowledge that this Act provides a cost-effective, equitable and moral response to the educational needs of all disabled children in these United States of America.

85.7 RESOLUTION ON AVAILABILITY OF MATERIALS

WHEREAS, specially adapted materials are required for visually impaired students to participate fully in the educational process, and

WHEREAS, such materials are not received in a timely manner, that is, by the beginning of the school year for which they are needed,

NOW, THEREFORE, BE IT RESOLVED that the National Association for Parents of the Visually Impaired, at its annual meeting in Dallas, Texas, November, 1985, actively supports measures by local school districts, state departments of education and federal agencies to assure delivery of such materials, including, but not limited to, braille, large print, educational aids in the aforementioned timely manner.

In accordance with NAPVI Bylaws, Article II, Section 12, "Meeting By Telephone," a meeting of the Board of Directors has been called on May 20, 1986 for consideration of the following motions. A conference call will be scheduled for 8:00 p.m. Central Daylight Time. If a quorum of members is not available at the time appointed the conference call will be rescheduled.

A roll call on each motion will be taken during the conference call. To properly record your vote, please mark the items below and return to the National office within five days of the call.

Item #1

It is proposed that a raffle be held to raise funds for NAPVI in conjunction with the national conference in November, 1986 as described and recommended by the Executive Committee Minutes of April, 1986.

_____ Approved _____ Disapprove _____ Abstain

Item #2

It is proposed that the budget for fiscal 1987 as set forth in Appendix B of the Minutes of the Executive Committee Meeting of April, 1986 be adopted.

_____ Approved _____ Disapprove _____ Abstain

Item #3

It is proposed that contracts for July 1, 1986 through June 30, 1986 be renewed with Keitha Robinson for secretarial services at a 5 percent increase ($630.00/Mo); that a rental agreement with Keitha's Typing Service be renewed at $250.00/mo.

_____ Approved _____ Disapprove _____ Abstain

Item #4

It is proposed that the contract for executive director be renewed with Lee W. Robinson for July 1, 1986 through June 30, 1987.

_____ Approved _____ Disapprove _____ Abstain

Item #5

It is proposed that new memberships received after September 1 be credited with membership through the remainder of the calendar year and through the following calendar year.

_____ Approved _____ Disapprove _____ Abstain

Item #6

It is proposed that Dr. Natalie C. Barraga and Mrs. Sherry Raynor each be given the NAPVI award for Outstanding Contribution at the 1986 National Conference.

_____ Approved _____ Disapprove _____ Abstain

Item #7

It is proposed that $500.00 be authorized for the establishment of an endowment fund with guidelines approved at the fall board meeting.

_____ Approved _____ Disapprove _____ Abstain

Item #8

It is proposed that $500.00 be authorized for the establishment of a scholarship fund with guidelines to be approved at the fall board meeting.

_____ Approved _____ Disapprove _____ Abstain

Signature _____ Date: _____

National Association for Parents of the Visually Impaired, Inc.

• support
• information
• service

P. O. Box 180806, Austin, Texas 78718, Tel. (512) 459-6651

RECEIVED
JAN 30 1987
A.M.Z.

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Officers
Elaine Moses, President
Austin, Texas
Eileen Hudson, Vice President
Beloit, Wisconsin
Judith Stotland, Secretary
North Hollywood, California
Henry Hedgecock, Treasurer
Charleston, South Carolina

Board of Directors
Diana Cuthbertson
Boston, Massachusetts
Norma Lucas
Girard, Ohio
Joan Johnson
Springfield, Missouri
Thomas Auletta
Keystone Heights, Florida
Jeanie Flack
Billings, Montana
Kate Aldrich
Santa Ana, California
Gail Granados
Norwich, Connecticut

Executive Director
Lee W. Robinson, Ed.D.
Austin, Texas

January 23, 1987

Dear Board Members,

I hope each of you had a wonderful holiday season and that the new year will bring you and your family everything you've wished for. This year also promises to bring NAPVI great opportunities and challenges.

As scheduled, the Executive Committee met to evaluate and plan for NAPVI during the weekend of January 16-18. Dr. Susan Spungin from the American Foundation for the Blind met with us. It was like old times to have her in a meeting with us! Dr. Zambone was on other business for AFB and so was unable to attend. As you will note in the minutes, Dr. John Crandell was also unable to meet with us.

Several items are enclosed with this letter which require your attention.

1) The minutes of the Executive Committee meeting are enclosed to help bring you up to date on NAPVI's activities. Please read them and follow-up with those things which apply to your area of responsibility.

2) A document prepared by Dr. Zambone outlining Public Law 99-457 (the Weicker Amendment to the Education for All Handicapped Children Act of 1975) is enclosed. Please review the comments and suggested revisions. NAPVI will participate in assembling comments to the Office of Special Education to assure that all visually impaired children will be included for services under the new law.

3) A copy of the comments and ratings from the first national conference are included for your review. Please read and make notes about improvements for the next conference as well as identify projects that might be included in the next NAPVI three-year plan.

4) A copy of the 1985-87 three-year plan is enclosed. Please review this plan and identify items that need to be completed or

which were not addressed and need to be included in the 1988-90 three-year plan.

5) A list of proposals requiring Board approval is enclosed.

Please be ready to answer calls from parents in your area regarding the Weicker Amendment. Also, please have your ideas for the next three-year plan back to the office by May 1, 1987. Please consider the items requiring Board action and respond by returning the form to the office by February 15, 1987. If you have questions, feel free to contact Eileen or the central office.

As discussed in the minutes, the next major program is the presentation of a national seminar for parents in the summer of 1987. We are frantically trying to locate a time and a hotel and will let you know as soon as that has been achieved. It is anticipated that about half of the Board members will be involved. Philadelphia seems to be first choice for a location.

On February 3-6, 1988 we have the opportunity to participate in a national conference in Los Angeles. Again, about half the Board will be involved at that meeting.

These activities should provide two excellent opportunities for national exposure before another full national conference in 1989. There should also be a number of smaller activities (such as individual Board members attending and/or presenting at conferences and affiliate meetings). Please look for oppotunities to help NAPVI grow and to provide services to parents. Your activities within your region are most important to NAPVI's success!

As noted in the minutes of the Executive Board meeting, it is recommended that a Professional Advisory Board be established as soon as possible. While a core of this proposed board will be in Texas for fund raising and support activities, there should also be national coverage. If you have any suggestions for volunteers to serve on this board, please send your recommendations to Eileen or to the central office.

On a more personal note, our business sold rather quickly and, as a result, the Robinson monthly income has dwindled. This makes it necessary for me to begin my new position with The Hadley School for the Blind sooner than planned. I will be moving to Winnetka February 1, 1987. Keitha and the family will probably remain in Austin until school is out. We have not sold our home yet. As discussed with the Executive Committee, we plan to remain as much a part of NAPVI as possible, helping with the newsletter and on the Professional Advisory Board. Even so, the change is hard to make. Like many others who have been on the Board of Directors, it is sad to think that I have attended my last Board meeting. That group has become a second family. Each of you is special to me and I hope you will take any opportunity to keep in touch.

The national office has a new telephone number, (512)323-5710. The 1-80

number will be transferred to that telephone and should remain in effect. Please write the new number on business cards you hand out. Of course, letterhead, etc. will change as soon as we can. Let people know of this change. This is NAPVI's own, permanent number.

Along with its continued progress in many areas, NAPVI has attained a major milestone in presenting a successful national conference during 1986. This is only the beginning of what can be achieved. As one person wrote on the conference evaluation, "I feel like I am part of a national family with a purpose." Let's invite the thousands of parents of the visually impaired from across the country to become a part of a national family with a purpose. Start with your own community.

Thanks to all of you for your efforts and your friendship.

Sincerely,

Lee W. Robinson
Executive Director

NATIONAL ASSOCIATION FOR PARENTS OF THE VISUALLY IMPAIRED

SUNDAY MORNING, NOVEMBER, 1983

(Prepared from taped proceedings by Eileen Hudson)

Henry Hedgecock called the Sunday morning, November, 1983 NAPVI board meeting to order in Orlando, Florida.

Discussion opened in regard to the affiliations and nominations criteria for the bylaws. Liz Hartman moved that the Nominations Committee, consisting of Fay Corey and Liz Hartman draw up and present criteria for eligibility of NAPVI officers, as they have for being on the membership on the NAPVI Board of Directors. She stipulated that additions and changes could be made after the board members received the draft in the mail. The criteria would then be approved by mail ballot. Eileen Hudson seconded the motion, which passed.

Discussion then turned to the Executive Committee and its duties. Liz Hartman moved that the word "Executive Committee" be added to the bylaws when and where appropriate, with the duties of the Executive Committee to be outlined and sent to the Board along with the revised bylaws. Jeanie Flack seconded the motion, with the amendment that the board member-at-large attend the Executive Committee meeting, as that committee represents the membership and the board member-at-large represents the same. (This motion and second was not voted on; therefore, no action was taken.)

A discussion ensued as to the feasibility of holding the annual board meetings in Austin, Texas. Executive Director Lee

Robinson suggested that this issue should not become a policy and the Board agreed.

The Board then discussed the membership numbers required in order that a national election could be held. No record of this was found in prior minutes or in the bylaws. A conversation between Dr. Susan Spungin and Mr. Robinson during an earlier Board meeting was recalled, wherein it was not considered a good idea to bring in any new board members at the time because much more success could be met with the continuation of the present Board and to increase the number of members, before election of officers, to 750, so that all members could be included, not just the voting membership. Eileen Hudson moved that 500 voting members be required before an election of officers in 1984. Liz Hartman seconded it. An additional motion carried to hold the election in 1985.

The next discussion involved voting procedures. Liz Hartman moved that the elections be conducted by mail sixty (60) days prior to the annual Board meeting, in accordance with the bylaws. Motion was seconded and carried.

Those present also discussed the possibililities of an annual conference which would include the entire voting membership. The suggestion was made that such a conference would give the entire membership the opportunity to place agenda items on the Board's schedule.

Liz Hartman, who is member-at-large, suggested that she coordinate the regions. She stated she would be willing to spend

time at the NAPVI office in order to do this. She also stated she would contact a grant writer for assistance in obtaining monies for the office. She suggested that her husband, Joe, might apply for funds from IBM under the employee program.

Discussion followed on possible short term NAPVI projects NAPVI which would be considered as fundable by others. Suggestions included obtaining speakers for an annual conferences; hosting area workshops; underwriting publication costs, holding a high-tech conference. Henry Hedgecock suggested implementation of a toll-free hotline to be used by parents. Dr. Ferrell suggested the establishment of a fund for obtaining V.H. equipment. (Transcriber's note: a portion of Dr. Ferrell's comments was inaudible.)

Mary Lou Wilkinson suggested patterning the proposed NAPVI convention after our Omaha, Nebraska, meeting. Another suggestion was that the Board consider a scholarship fund--one for a student and one for a professional.

The group then prioritized immediate assignments.

Judi Stotland stated that she will complete the provisional affiliate packet describing "do's and don'ts." She will serve on the Affiliations Committee and will continue to work with CAPVI to help build NAPVI membership in that area. She also agreed to review legislative materials, such as those Jonathan McIntyre is doing for CEC/DVH and bring the critical matters to the Board's attention. She will submit articles to Mary Lou for AWARENESS

and is willing to serve as a NAPVI/ACBP liaison "bridge-building" person.

Eileen Hudson stated that she will redo the eye conditions book and have it checked by a licensed ophthalmologist. She will submit a letter from herself and her two children to the upcoming special edition of AWARENESS, titled "Why Join NAPVI?" She also plans to pursue the idea of a workshop in Wisconsin by contacting Dena Jaffe, who is working on a preschool project in Illinois and is considering moving it into Wisconsin, as well. She also plans to send NAPVI membership forms to Supt. Richard Hyer of the Georgia School for the Blind, who requested them of her.

Lee Robinson recommended that the NAPVI Board make an effort to let doctors know that NAPVI exists; possibly through the use of a descriptive calendar. No action was taken.

Laura Vidal agreed to work with Keitha Robinson on an advertising "blurb" about NAPVI and to consult with a friend who is in advertising to see if he has additional ideas NAPVI might utilize. She will work with Liz Hartman and Fay Corey on the Nominations Committee. She also agreed to recruit one hundred new members by 1984 and to help two provisional affiliate groups in her New York area. Laura also agreed to have a draft of a Spanish version of the NAPVI membership brochure by Feb. 1, 1984. She agreed also to write something in Spanish for each edition of AWARENESS, as well. She will send the minutes for this session on time to Linda Katskee.

Jeanie Flack has agreed to recruit 50 new members by November, 1984. She will write to Ronnie Milsap's manager and to Guideposts magazine. She also will get a free advertisement about NAPVI on NBC's Today show and also will submit her personal story to other magazines. She will also approach her local Lions Club for funds, as well. She will work on the Affiliations Committee.

Fay Corey has agreed to act as editor for the special AWARENESS edition, Why Join NAPVI?, voicing the hope that her local parent group will donate $500 toward the project. (Article submission deadline for the special edition is December 15, 1983 and all material should be sent to Mrs. Corey.) She will target the Catholic population in Pennsylavania in order to achieve her 50 new members goal. She will work with Liz Hartman and Laura Vidal on the nominations and the eligibility criteria of NAPVI officers.

Mary Lou Wilkinson will try to meet with Dr. Jim Fowler, current president of Lions International. She will also write a letter to "Dear Heloise" with hints for the handicapped from NAPVI.

Elaine Moses and Lee Robinson will work on the bylaws with Mrs. Hartman.

Laura Vidal suggested that a brief statement from P.L. 94-142, perhaps "Every child should have a free and public education in the least restrictive environment," should be in every issue of AWARENESS.

Lee Robinson stated he hopes the fund-raiser will find monies for a traveling display and for travel funds in order that Board members could attend important conferences in the field, such as AEVH, CEC, etc. He also suggested that NAPVI could use funds to conduct leadership training workshops, working with 10 to 12 parents for two to three days.

Henry Hedgecock, who is a member of the Fund-raising Committee, along with Chairman Eileen Hudson and Gale Hedgecock, asked that Mr. Robinson, Mrs. Hartman and Mrs. Moses meet in Austin to prioritize this list and distribute it to the Board by November 30, 1984.

Mr. Hedgecock then suggested that any Board member having a serious problem or illness which could affect the work they do for NAPVI contact the Board president, who in turn will notify all Board members.

The Board then turned to a discussion of procedures for nominating individuals for Outstanding Service. Nominations should be made to Fay Corey, who in turn will send a form to the individual making the nomination. The form will request information relevant to the nomination. When returned to Mrs. Corey, the form will be circulated to the Board for vote. The suggestion was made that the national conference would be an excellent opportunity in which to make this award.

The Board also asked that President Jacqueline Carroll send a congratulatory card from them to the Connecticut Parents Association, which has established its own statewide office.

In discussion of the formation of a Technical/Advisory Board for NAPVI, Laura Vidal agreed to contact a professional she knows who serves on such a Board to establish what criteria is used by that Board.

Those present authorized Lee Robinson and Henry Hedgecock to search out a long distance service which would be compatible with the needs of the Board.

Eileen Hudson moved that the next annual Board meeting be held in Austin, Texas. It was seconded by Fay Corey and the motion carried.

A motion was made, seconded and carried stating the Jacqueline Carroll retain her office of president.

In a final action, the motion to place $500 dollars from the conference/workshop budget into the office supply budget was made, seconded and carried.

The meeting was adjourned by Henry Hedgecock.

Respectfully Submitted,

Eileen Hudson

NATIONAL ASSOCIATION FOR PARENTS OF THE VISUALLY IMPAIRED

MINUTES, BOARD OF DIRECTORS MEETING

SUNDAY, NOVEMBER 9, 1986

The annual Board of Directors meeting of the National Association for Parents of the Visually Impaired was called to order at the Sheraton CentrePark Hotel, Arlington, Texas at 9:20 a.m., with Elaine Moses, president, presiding. Those present were Eileen Hudson, vice president; Judith Stotland, secretary; Henry Hedgecock, treasurer; Diana Cuthbertson, Norma Lucas, Joan Johnson, Tom Auletta, Kay McKnight and Kate Aldrich, Board members; Jacqueline Carroll, immediate past president; Fay Corey, Mary Lou Wilkinson, Gale Hedgecock, Linda Katskee, Jeanie Flack and Laura Vidal, former Board members; Dr. Lee Robinson, executive director; Keitha Robinson, office manager; Dr. Alana Zambone, AFB liaison to the NAPVI Board. Guests present were Dr. and Mrs. Orlando Aponte of Guayabo, Puerto Rico and Sheila Miles, a NAPVI member and representative of the Florida Parents Association.

The meeting convened following NAPVI's first national parent conference, which began November 5 and utilized the services of both the Sheraton and the Arlington Convention Center. In opening remarks Mrs. Moses stated that the effort had been a successful one for NAPVI, citing many remarks and positive responses from the evaluations which had been circulated.

After officially receiving the NAPVI gavel from immediate past-president Jacqueline Carroll, Mrs. Moses thanked Mrs.

Carroll for her many hours of dedicated service. Mrs. Moses also welcomed in-coming Region V Board Member Kay McKnight and noted that Kate Aldrich is beginning a new term on the Board as well, following her successful election bid. Mrs. Moses also welcomed Dr. Zambone, national consultant in early childhood at AFB, who has assumed liaison duties with NAPVI.

She then introduced Dr. and Mrs. Aponte, who expressed appreciation for the conference they had just attended. They requested the Board's consideration of Puerto Rico as a future convention site. Dr. Aponte said that they intend to return to their country with a positive message to parents and with much to share from the convention. They pledged their help in seeking funds to host such a conference in the future. Dr. Robinson noted that he has received literature and had phone conversations with representatives of the Puerto Rican Tourist Bureau.

Tom Auletta also introduced another parent, Mrs. Sheila Miles, who said she had benefited greatly from the Convention. Mrs. Miles said she feels her area needs NAPVI and thanked the Board for giving her the tools to return to her state and help other parents.

Dr. Zambone offered congratulations to the Board on behalf of the American Foundation for the Blind and reassured those present that AFB is very proud of NAPVI and will continue to support the organization.

Minutes of the preceding two meetings of the Board were read, with Henry Hedgecock moving that they be accepted. The motion carried.

The treasurer's report followed. Mr. Hedgecock stated that last year the organization took in $43,793. At the end of August, NAPVI had $6,598 with another $10,294.61 in the savings account. Since that time, all of the monies have been removed from savings; a $3,000 CD was closed down as well. Mr. Hedgecock, in talking of expenses incurred at the Convention, stated that both the hotel and the convention center will bill the organization directly. It was moved, seconded and carried to authorize Mr. Hedgecock to release the remaining $4,000 CD if necessary in order to pay convention bills. Eileen Hudson moved that the treasurer's report be accepted. The motion was seconded and carried.

Mr. Hedgecock also submitted a budget plan for the coming year. (See Attachment A.) Kate Aldrich moved that the budget be approved; it was seconded and the motion carried.

Mrs. Moses announced that it is necessary at this time to accept the resignation of Dr. Lee Robinson as executive director. Dr. Robinson said he will accept full-time employment at Hadley School for the Blind in Winnetka, Illinois February 1. Additionally, Keitha's Typing Service is being sold to Ms. Susan Lewis of Austin, Texas, who operates a medical temporaries business. This means that NAPVI will need to search out new office space within the next few months.

Discussion followed on obtaining basic office equipment. The motion was made, seconded and carried to authorize Mrs. Moses and Dr. Robinson to make necessary decisions over the next several months in order to locate office space and sustain the organization. The search for a new executive director is also a high priority and Dr. Robinson had several suggestions in this area.

Dr. Zambone said that she will see what the American Foundation for the Blind might do in the area of donated office equipment to help out in this transition period.

The ensuing discussion centered on restructuring many NAPVI committees. Committee assignments include: Eileen Hudson, Jeanie Flack, Judi Stotland and Dr. Zambone as members of the implementation committee for the Technical/Advisory Board; Elaine Moses, Gail Granados and Diana Cuthbertson as members of the Ad Hoc Special Committee; Jeanie Flack, Eileen Hudson, Linda Katskee and Judi Stotland (alternate) as members of the Affiliations Committee; Fay Corey and Jeanie Flack as members of the Awards Committee; Henry Hedgecock, Gale Hedgecock and Eileen Hudson as members of the Fund Raising Committee; Jackie Carroll and Mary Lou Wilkinson as members of the Grandparents Committee; Elaine Moses, Kay McKnight and Dr. Zambone as members of the Lists of Lists Committee; Mary Lou Wilkinson and the complete Board as members of the Newsletter Committee; Norma Lucas, Fay Corey and Joan Johnson as members of the Membership Committee, Henry Hedgecock, Gale Hedgecock, Diana Cuthbertson, Gail Granados and

Eileen Hudson as members of the Program/Service Committee, Jackie Carroll as chairman of the Publicity Committee, Fay Corey, Jeanie Flack and Gale Hedgecock as members of the Research and Review Committee; Kate Aldrich, Judith Stotland, Elaine Moses and Dr. Zambone as members of the Resolutions Committee, Henry Hedgecock, Diana Cuthbertson and Norma Lucas as members of the Scholarship Committee and Diana Cuthbertson as chairman of the Nominations Committee.

The Board next discussed the advisability of disbanding the Grandparents Committee, following a report from Jackie Carroll and Mary Lou Wilkinson, both of whom felt that such a group would be difficult to maintain and to keep viable in any way other than as a funding source. Dr. Robinson recommended that a listing of grandparents be kept for funding purposes. Kate Aldrich suggested that giving a grandparent a NAPVI membership would be a unique "stocking stuffer" at Christmas. The Grandparents Committee was dropped at this time.

Also dropped was the Ad Hoc Special Committee, which has fulfilled its usefulness. It had been charged with the responsibility of studying the California Guidelines which have now been published. The recommendation was made to Mrs. Wilkinson that an item about these materials be placed in the newsletter, listing Jack Hazekamp, California State Department Vision Consultant, as contact person for ordering information.

As a side issue, Dr. Robinson raised the question as to whether the souvenir program from this weekend's first national

convention should be reprinted for sale. Mr. Hedgecock stated that he doesn't feel it should be reproduced for sale--the information should be offered free to parents. Dr. Robinson said there is not a big inventory of programs remaining; those that are must go to those who purchased ads for the book. Looking at possible charge-back cost, Mr. Hedgecock said it would have to carry a price tag of $3 or $4. Dr. Robinson then proposed that the information within the booklet be incorporated into the revisions of Take Charge! Mrs. Hudson urged all those present to save and use their program booklets.

In discussing Affiliation Committee matters, Jeanie Flack called for a plan of action for working with affiliates.

Mrs. Corey, who is chairperson of the Awards Committee, suggested that the Board may wish to have an Outstanding Parent category in the near future; if so, criteria must be laid down for such. Mrs. Corey presented Immediate Past President Jacqueline Carroll with a plaque denoting her years of service as an officer of NAPVI.

In discussing priorities of the Fund Raising Committee, Dr. Robinson reminded the Board that this is the area where NAPVI has had its greatest struggle. He stated that the energizing ripple effect of this conference is going to have to be generated quickly, which takes funding. He feels that NAPVI must now double its membership as quickly as possible. He said that within the past week he has received two proposals from fund raisers. One came from Ida Ruth Plymale, an Austin consultant

certified in the fund raising area, who indicated a willingness to work with NAPVI. Mrs. Plymale's first priority would be to formulate a five-year plan of NAPVI activities integrating fund raising, with a price tag to NAPVI of $1,000 up front to pay for her time. The first $15,000 raised would go to her, as well, and from that point it would be a percentage estimated at 15 percent.

Another fund-raising option is that suggested by Fay Corey. A NAPVI parent in Pennsylvania, John Hendricks, has put forth the idea of a Father's Club, wherein various members would go to the companies they work for with funding proposals for NAPVI. Dr. Robinson said he feels the idea has merit in that the fund-raiser would already be educated about the organization. He said that he has talked to Mr. Hendricks, who is close to the same national certification in fund raising as Ms. Plymale. Mr. Hendricks is the executive director of a drug rehabilitation program and has a 17-year-old blind daughter. His address and phone number is 207 Merlin Road, Phoenixville, PA 19460, 215/365-1983.

In a general discussion of the high priority fund raising must take, Dr. Robinson stated that as NAPVI grows, more members are going to want more services, i.e. workshops, etc. Tom Auletta suggested the possibility of applying for field grants from agencies such as Mississippi State University Rehabilitation Research and Training Center. Ms. Vidal sees the need for more AWARENESS articles on single parenting and fathers; she also suggested the benefit of an endorsement from a star like Stevie Wonder.

Dr. Robinson sees the need for a short run of immediate operating monies to augment the NAPVI budget and then a cushion of CDs to generate an annual, steady operating budget.

Turning to newsletter matters, Dr. Robinson brought forth the proposal to accept paid advertising for AWARENESS. He said that historically NAPVI has steered clear of paid advertisements, perhaps because of the fear that it would be an implied endorsement. However, he has been approached by the American Printing House for the Blind and, upon consideration, he recommends that it would be an excellent way to generate revenues to pay for newsletter costs. The Board discussed methods of making sure that the membership understands that the ads are not a paid endorsement. Suggestions were to insert two "centerfolds" into the newsletter of a different color and to mark such pages clearly as "Paid Advertisement; No Endorsement" and perhaps even "Parents Should Be Cautioned." Mrs. Hudson moved that NAPVI accept paid advertising, with the disclaimer stating that the organization does not endorse the product and with the stipulation that NAPVI has editorial discretion. [No records appear in the transcriber's minutes as to a second or a vote on this issue at this time.] Dr. Robinson then inquired as to when he could begin accepting advertising; Mr. Hedgecock suggested that advertising begin by the summer edition of 1987.

Mrs. Moses stated that she hopes it will be possible by the fall of 1987 to hold an election of officers. Mr. Hedgecock noted that NAPVI now has the specified 500 members necessary.

Mrs. Cuthbertson of the Nominations Committee will begin her election procedures.

In a discussion of the Membership Committee, which is charged with promotion of the organization, Dr. Robinson said he feels that committee should study ways to help new affiliates and to keep them on track. Tom Auletta suggested that the committee needs to write and develop guidelines for new member groups, in the form of training packages. Dr. Robinson said the conference audio tapes and video tapes should provide excellent material for this effort.

Mrs. Moses played a portion of one of the audio tapes, noting the excellent clarity. Bobby Patton, her brother, spent the conference going between session rooms to keep the tapes operating and the Board expressed its appreciation for his time and effort. Mrs. Moses' parents, Bob and Glenda Patton and her sister and brother-in-law, Mr. and Mrs. Duffy Nabholtz, who all reside in the Dallas/Fort Worth area, have been tireless in their activities at the convention and letters of appreciation are to be written to them by Office Manager Keitha Robinson.

The Board authorized Mrs. Moses and Dr. Robinson to prepare the tapes, both video and audio, for possible sale and for organization promotion. The video portions were done by the Texas Commission for the Blind, under the direction of Linda Beth Litowski and Billy Brookshire. In return, the Commission requests a copy of the final product. Mrs. Moses noted that the videotaping possibilities from the convention are endless.

In a summary of the evaluations received back from the conference, Eileen Hudson stated that the overall consensus was of a great conference. Of the approximately 80 forms returned, only four were negative. She feels that the individual workshop sessions were well accepted and enjoyed by participants and that the general sessions were very successful. She noted that that the evaluations clearly show both the parent and the professional viewpoint. She stated that the banquet speaker, Geraldine Lawhorn of Hadley School for the Blind, proved to be an inspiration to parents and that the food, decorations and program were well received. Elaine Moses and Kate Aldrich have agreed to computerize the responses on the questionnaire for distribution to the Board. Mrs. Hudson then thanked the entire Board for their hours of work and service to make the convention the success that it was.

In discussion of where and when to hold the next convention, Dr. Robinson stated that he feels it should be held off-cycle of large organizations like AER, which meets every other year. That would put NAPVI's next opportunity in 1989. Those present also agreed that a midwestern site, possibly Chicago or St. Louis, would be optimum.

Henry Hedgecock, chairman of the Scholarship Committee, stated that he hopes the first NAPVI scholarships can be awarded at the next national convention.

The question of meetings for 1987 was then raised. The suggestion was made to hold a leadership training meeting

somewhere on the East Coast, following a statement by Board Member Norma Lucas, who felt those in her region especially would benefit by a workshop. After much discussion, the group determined to search out interest in the Philadelphia or Baltimore areas. Dr. Robinson also noted that, in a recent conversation, AER President Kathleen Megivern expressed her support of NAPVI and her hope that parents would feel included in her organization's regional meetings.

Mrs. Moses then added her thanks to all of the assembled Board for their work with the convention. She announced that the Executive Board would meet again, possibly in January in Austin, to discuss re-organization proceedings within the national staff.

The meeting was adjourned.

(Submitted for approval at the annual meeting of the Board of Directors November 4-8, 1987 by Keitha Robinson)

THE NATIONAL ASSOCIATION FOR PARENTS OF THE VISUALLY IMPAIRED

EXECUTIVE COMMITTEE MEETING - MAY 15-16, 1987 - AUSTIN, TEXAS

MINUTES

The Executive Committee of the National Association for Parents of the Visually Impaired convened at the NAPVI offices in Austin, Texas at 9 a.m., Friday, May 15, 1987. Those present were Executive Committee Members Eileen Hudson, Henry Hedgecock and Judi Stotland; Acting Executive Director Keitha Robinson and Office Secretary Denise Bair.

Discussion began with a run-down from Keitha Robinson on legislative matters which have come through the office recently, some of which have required a response of some sort from the executive director. Specifically, the group discussed the pending plans of the Department of Education to have a 90-day comment period on P.L. 99-457, the early childhood amendments to the Education of All Handicapped Children's Act. Eileen Hudson asked Judi Stotland to submit articles for AWARENESS on legislative topics.

The next discussion centered on arrangements in progress for the Leadership Training Seminar at Valley Forge August 7-9. Mrs. Hudson and Mr. Hedgecock were both present at the March meeting of the Program Committee in New York and reported on decisions made at that time. Mrs. Robinson noted that all speaker contracts have been signed and returned to the office.

The group spent a brief time discussing the teen panel, particularly with regard to alternates if those selected are unable to attend. The other unfilled position in the program is that of a speaker for the organization/group dynamics session being led by Gail Granados.

Other discussion involved items which need to be ordered by the office for the seminar, including name tags, more T-shirts, ribbons for the name tags and several other items. Mrs. Robinson stated that enough of all of these items will be ordered to see NAPVI through the 1989 Conference. NAPVI publications were also inventoried and the office was authorized to re-order whatever stock was running low. The group also discussed prices set on such items as T-shirts and authorized raising the T-shirt price to $10 for adults and $8 for children.

In related matters, the Executive Committee discussed and then authorized the milage allotment for seminars such as Valley Forge to be set at $.19 per mile. The Committee also established a policy regarding scholarships for those desiring to attend NAPVI conventions or seminars. Scholarships should only be granted to attend national conferences and participants of regional or local seminars should be encouraged to fund-raise locally. Such scholarships are to be approved by the President and Treasurer of NAPVI, upon the recommendation of the Executive Director.

The Executive Committee reviewed and approved the printed agenda for the Valley Forge Seminar with amendments in several areas.

Awards Committee Member Judi Stotland recommended that Dr. Mae Davidow, who is to be the keynote speaker at the Valley Forge Seminar, receive the Outstanding Contribution Award for 1987. Henry Hedgecock moved that such an action be taken and the matter was seconded by Eileen Hudson.

Next the Executive Committee discussed preparations for NAPVI's 1988 seminar, to be held in conjunction with the American Foundation for the Blind, Foundation for the Blind Symposium in Los Angeles in February, 1988.

Mrs. Hudson noted that there are still many unanswered questions about the event which should be discussed with Dr. Alana Zambone as soon as possible. These include: Who will pay for NAPVI's speakers? Do our parent participants need to pay the $100 registration fee for the symposium? May parents simply attend the NAPVI functions at a reduced rate and not pay the $100? What is the number of meeting rooms which will be available to NAPVI? What is the seating capacity of these rooms? Mrs. Hudson will contact Dr. Zambone and report back to the Board.

The group also discussed the agenda for the Los Angeles Seminar. Judi Stotland was able to add a great deal of input on excellent speakers in her area. Mrs. Stotland will contact several of these as to their availability and willingness to

present at the NAPVI Seminar. Mrs. Stotland said that she feels that it is particularly important to involve Mr. Robert Acosta of the California Council of the Blind in the employment panel and to begin a working dialogue with his group. Mrs. Hudson asked Judi Stotland to make these contacts for the Program Committee.

The meeting adjourned for lunch at 12:50 p.m.

FRIDAY AFTERNOON, MAY 15

The Friday afternoon session began at 2:20 p.m.

First topic of discussion was the 1989 national convention. The Executive Board agreed that, as Chicago was the choice of many participants at the Arlington Convention, it should be designated as the site, especially in view of the fact that it has an easy access airport and an active statewide affiliate chapter of NAPVI. As a result, the November, 1987 annual meeting will be held at the designated hotel. Eileen Hudson, Lee and Keitha Robinson and Mary Zabelski, president of the Illinois Parent Group, are serving on the site selection committee.

It has been suggested that the best date for the 1989 convention would be the third or fourth week of June, 1989.

The Executive Board also discussed ideas for fund raising. Mrs. Stotland proposed that signed scripts from entertainers be auctioned, along with other personal items of the famous. Possible fund raising options for the Los Angeles Seminar were also discussed.

Turning to matters relating to the operation of the NAPVI office, the Executive Board authorized Mrs. Robinson and Mrs. Bair to obtain insurance for the office equipment recently purchased by NAPVI through an interim grant from the American Foundation for the Blind. An inventory sheet of those items is attached to these minutes.

The Executive Board also authorized the re-printing of the NAPVI membership brochure to reflect the new dues change. Brochures will be printed on yellow stock.

The group also discussed the fact that many grandparents are beginning to join NAPVI, although no such membership designation exists. Mr. Hedgecock has determined that these individuals should be considered class "A", parent-family members.

Mrs. Robinson noted that NAPVI now has several quarter-page advertisements which it could run in other organization's program booklets and in such trade publications as the Journal of Visual Impairment and Blindness and The AEVH Journal. She noted that an ad was recently submitted for the NOAH programs to be used at their national convention next July in Connecticut.

The Executive Board next discussed the need for Board member orientation, noting that this year we will again have two new individuals present for the first time. In discussing ways to more effectively train board members in their duties, those present felt that it might be more efficient for the Executive Board to meet a day prior to the regular meeting to present many

of the detail items, so that a time could be set aside for Board training during the Friday, Saturday and Sunday time periods.

Eileen Hudson called for typed committee reports from each of the NAPVI committees prior to the November Board meeting as well. Mrs. Stotland observed that much of the new board member training could be handled by newer board members who remember what it was like to be a new member. Also, Lee Robinson will be asked to write a formal job description for board members, such as the one he has already produced for the executive director.

Quarterly reports was the next topic of discussion. Eileen Hudson stressed that these need to be submitted to the NAPVI office each quarter in typed, finished form. The NAPVI secretary will be responsible for assembling all board reports and sending them to the full board.

The NAPVI secretary is responsible for all Board minutes. Support from office personnel in regard to a computer generated to-do list for Board participants to take home with them is extremely beneficial, as is a taped record of proceedings which the secretary must use in order to refer back to specific action taken during discussions. Those attending NAPVI meetings were urged to study all the minutes and the material they carry away from meetings for accuracy and notify the secretary of the discrepancy; any changes, if necessary, to the minutes, should be made under the direction of the secretary and the minutes circulated in a timely manner.

In a separate matter regarding personnel procedure, Office Manager Denise Bair requested that NAPVI pay its share of her self-employment/social security tax. The Executive Committee authorized payment of this directly to her in quarterly installments.

Before moving on to other matters, the Board approved the express written language of the paragraph which the entire Board has authorized to be added to the bylaws reflecting the Board's ability to periodically review and raise NAPVI dues. (See Attachment #___).

Those present then discussed an article written by Ed Bloom, director of student life, elementary department, Texas School for the Blind, regarding one of the sessions of the Arlington Conference and submitted for publication in the AEVH Digest. In the article Mr. Bloom referred to certain statements made in the context of Mrs. Julie Farnum's talk and he also interpreted low attendance at the residential school session to indicate a general lack of support for such programs among conference participants. Mrs. Robinson noted that all of Mr. Bloom's remarks were clearly set forth as commentary and that he was entitled to his opinion. The editor of the AEVH Digest has asked Mrs. Farnum to rebut Mr. Bloom's remarks. Mrs. Hudson said that she believes a letter should be written standing behind our speaker and her right to say whatever she feels; clearly stipulating that such remarks are the speakers' and do not

reflect NAPVI policy. A letter was drafted by Judi Stotland to the editor of the Digest. (See Attachment __).

Mrs. Robinson introduced a copy of a previously published work, Mainstreaming the Visually Impaired, which is now out of print. Dr. Lee Robinson is currently negotiating with the authors in order that NAPVI might re-publish the book. A copy of the book will be circulated among the Research and Review Committee.

SATURDAY, MAY 14, 1987

The Saturday session of the Executive Committee convened at 9 a.m. Joining the Board were Dr. John Crandell, professor of educational psychology, Brigham Young University, Provo, Utah and Dr. Lee Robinson, former executive director of NAPVI.

Eileen Hudson officially welcomed Dr. Crandell and interviewed him with regard to the NAPVI executive directorship. Dr. Crandell's biographical data is attached.

Dr. Crandell discussed three potential areas of NAPVI growth: (1) establishment of a firm financial base; (2) improvement of advocacy skills among the NAPVI membership; (3) offering support and encouragement in the research area.

Dr. Crandell, who is retiring in September from BYU, stated that under the terms of his disability, he will not be able to collect a salary. However, he has the following needs which could be provided by NAPVI: telephone services up to $75 per month; a leased vehicle; medical health insurance, term life insurance and a one-time moving expense allotment. Eileen Hudson

and Henry Hedgecock will be working closely with Dr. Crandell in regard to establishing compensation for his services.

At the conclusion of the interview, the group formulated a new three-year plan for the Fiscal Years 1988, 1989 and 1990. (See attached). The plan must be circulated around the Board and the entire Board will vote on inception of the plan in November.

Mrs. Stotland suggested beginning a dialogue with Technical Assistance for the Severely Handicapped (T.A.S.H.), which currently is spearheading efforts to undermine the role of residential schools in the Congress. She has agreed to meet with Richard Rosenberg about this matter and also to bring to the November Board Meeting a resolution regarding "Least Restrictive Environment."

The Executive Committee adjourned for lunch at 1:45 p.m.

The afternoon session of the Board began at 3:45 p.m.

The Technical Advisory Board was discussed.

After more modifications to the three-year plan, the group adjourned at 7:10 p.m.

Respectfully Submitted,

National Association for Parents of the Visually Impaired, Inc.

• support
• information
• service

P.O. Box 180806, Austin, Texas 78718, Tel. (512) 323-5710

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Jeanie Flack, Secretary
Harbor City, California
SMS Henry Hedgecock, RET., Treasurer
Blossvale, New York

Board of Directors
Susan Fraser/Perrotta
Cranston, Rhode Island
Irma Lucas
Girard, Ohio
Joan Johnson
Springfield, Missouri
Thomas Auletta
Keystone Hts., Florida
Kay McKnight
Arlington, Texas
Kate Aldrich
Santa Rosa, California
Christopher Cook
Knoxville, Tennessee

Executive Director
John M. Crandell, Jr., Ph.D.

NAPVI is a non-profit organization.
NAPVI's officers and board members serve on a volunteer basis.

January 31, 1988

Dear NAPVI Board Members,

President Eileen Hudson, at the recommendation of Henry Hedgecock, authorized a complete evaluation of the National Office. Henry was selected for this purpose due to his extensive experience with the running of the office. He had been to Austin in September due to Denise's hospitalization and again in November because of her resignation and the need to hire and train a replacement. It was suggested that a former Board member assist in this evaluation in order to provide objective information for the Board's consideration.

This evaluation was carried out by Henry Hedgecock and Judith Stotland during this past week. Their study report and recommendations are attached. Please read this material and be prepared to discuss it and vote on recommendations that will be proposed by the Executive Board.

If you have any questions, please call Henry at (315) 245-2377 or Judi at (818) 763-1759.

Sincerely,

Henry H. Hedgecock
Henry Hedgecock

Judi Stotland
Judi Stotland

STUDY OF NAPVI NATIONAL OFFICE
January 31, 1988

In studying the needs of the NAPVI National office, three issues need to be considered by the Board of Directors: the roles of the Executive Director and the secretary or office manager, what should be done by the Office versus what is currently being done, and where the office should be located. Each item will be considered in turn.

Role of the Executive Director

The position of Executive Director was originally created by Lee Robinson, and was then defined by the Board's wish that he continue in the work he had already been doing. When he resigned, the position was reworked to fit the skills of Dr. Crandall.

Good management technique would suggest that the requirements of the position be defined by the Board, and only after that should it be determined who is capable of filling that role. Job descriptions for the Executive Director and Office Manager were reviewed and passed by the Board at the November, 1987 meeting. These descriptions are not available in the office, but the drafts from which they were modified were available and are attached to this document. Please review them at this time.

The Executive Director was originally conceived of as a spokesman for NAPVI, a role that was most appropriate when that person was a parent of an visually impaired child. The Board needs to consider whether it wishes the Executive Director position to continue to be that of spokesman for the organization, or if that role is better served by members of the Board itself.

Overall responsibility for coordinating the national conventions is another role that the Board can assign to the Director.

The description of Office Manager can apply to office secretary with the understanding that a secretary should require more supervision from the Executive Director.

Functioning of the National Office

The national office is designed to be the central clearinghouse for inquiries and the conducting of NAPVI business. It is necessary that NAPVI be seen as responding promptly to requests

Letters received from parents may require a prompt, personal note that cannot be done with the current structure.

Location of the Office

The Austin office was most successful when we had several committed parents living in the immediate vicinity. Their availability to support the office cannot be underestimated, especially when a major project such as the national convention needs extra attention. Now that the staff we have hired is not committed to NAPVI except as their job, we must expect more turnover in the future, and we must plan for it. Observing the current state of the office confirms that there will be a period of time when a new secretary will fall behind as he/she acquires the needed skills. Having local parents or interested professionals to support such a transition time should be a planning priority.

In exploring our resources in the Austin area, we met with Ann Corn and Jane Erin of the University of Texas at Ausitn. We asked about the availability of students in the VH program to be of assistance to the office. We were told that current students are either working or raising families while attending school, and have no time to be helpful. We considered the possibilities of other resources in the area and found none that would be useful.

We next explored the concept of moving the national office out of Texas. Telephoning the Texas Attorney General's office and spoke with lawyer Carmen Flores. She informed us that it would be possible to move the office out of Texas and retain our Texas incorporation status if we meet the condition of having a registered agent and a registered office to receive official correspondence and forward it to the national office. When we met with Ann Corn, we asked if it were possible for her to take on that responsibility if the Board decides to move the office. She is exploring that possibility with the University. Otherwise, it might be possible to ask that the AFB Dallas office assume that responsibility.

We considered three possible sites for the national office where there are active parents and other possible support resources. In each case, we called the appropriate state authority and confirmed that we can be incorporated in Texas and operate our office in their state simply by filing required forms.

It is possible to establish a national office either in Tennessee or California, where there are active parent organizations and

from parents and professionals in the community in order to maintain credibility.

Although NAPVI has accomplished much in the past, and has done extremely well under current adverse conditions, certain events have transpired that demonstrate that the current method of coping with the responsibilities of the offfice are inadequate and detrimental to NAPVI's continued growth and position in the community. The office is currently functioning in three geographical locations, with our secretary in Austin, our Executive Director in Payson, Utah, and the temporary position of Administrator Aide in Waukegan, Illinois, and communication between them is poor. What follows therefore is anecdotal information that together forms a pattern indicating the problems.

When we arrived to begin this study, our secretary was attempting to prepare for membership renewals. She did not know where the copies of last year's forms were, nor how to procede to adapt and process them. In operating the computer, there is a great deal she does not know, and stated that she would have to call Lee Robinson, who had programmed the computer, to learn how to perform a small operation. Our secretary appears to be a willing worker, but is new to the office and needs on-site direction appropriate to the secretary level.

The minutes of the November Board meeting are not available, since they have not been forwarded by the Administrator Aide to the Board Secretary for review. One of the problems that this has caused has been that the changes of the by-laws regarding the terms of office did not appear in the newsletter in a timely fashion to comply with Amendment requirements. Quarterly reports have begun to trickle in after phone calls were made by the secretary at the direction of the Treasurer.

It is probable that, had an active Executive Director been available, a site would have been selected for the 1989 Convention, so that we would have had materials advertising that fact for the Los Angeles conference.

In examining reports from Region Representatives and the Affiliations Committee, it would appear that several of our affiliates that were active are now having difficulties and could benefit from attendance at a meeting by either a Board Member or the Executive Director. This would also be beneficial for the newly affiliated and perspective affiliate groups, whenever this is financially feasible.

University VH programs that might be called upon for assistance. We have active Region Representatives in both states who can be expected to be of great assistance to the office. In California we also have our current and former Board Secretaries.

A third possibility is to locate the office in Upstate New York. Our Treasurer is located there as well as three former Board members. Help would also be forthcoming from Kay Ferrell at Columbia University.

Recommendations

1. The computer programs have been modified by the previous office staff; there are no manuals for the wordporcessing program and inadequate information on how to work with the modifications. We recommend that the Board obtain a copy of the manual for Appleworks, and request that the Robinsons submit written instructions of the modifications so that future office staff can have this material for reference.

2. The Executive Director needs to be in the same city as the national office as soon as possible. This is particularly critical with a national convention pending and a new secretary. In our opinion, waiting until June or longer presents a major obstacle to the reputation and effective functioning of NAPVI. The permanent location of the office must be established before any information regarding the 1989 Convention is released or a plan must be established to have the current office run effectively until after the 1989 Convention.

3. The Board needs to consider its policy as to the role of the Executive Director. The Board needs to decide if the Executive Director is to be our spokesman, and if so, do we wish to be represented in that capacity by an individual who is not the parent of a visually impaired child.

4. The Board needs to decide who to employ as its Executive Director as Dr. Crandall's probationary year comes to a close. All eligible candidates should be considered.

Evaluation of Dr. Crandall's performance should include ad sales for the newsletter, fundraising letters, and progress toward publication of the "Mainstreaming" book. It should also include the lack of copies in the national office of any letters written by or to Dr. Crandall, the difficulty that the secretary and Treasurer have had in reaching him for official business, and his inability to attend, due to reasons of health, the three NAPVI meetings he was requested to attend.

Position: **Executive Director**

Overview:

The Executive Director is the chief executive officer of NAPVI, serving at the pleasure of and having authority from the Board of Directors to conduct those functions of the organization that are necessary for support of the purposes of the organizaiton. The major responsibilities and duties of this position are concerned with operating a national office and providing direction of the technical planning and development of programs, policies and resolutions of the Board of Directors.

Functions:

Directs the activities of staff of the national office.

Provides information and reports to the Board of Directors about the operation and progress of NAPVI.

Assists with planning, funding and implementing NAPVI projects, meetings, and resolutions assigned to individuals, boards and committees.

Acts as NAPVI spokesperson and liaison in accordance with policies and as directed by the Board of Directors.

Obtains and provides technical assistance for implementation of all NAPVI activities.

Enters into agreements and makes contracts on behalf of NAPVI as required and authorized for meeting organization needs.

Proposes activities, procedures and policies for the efficient and effective operation of NAPVI.

Maintains organization relationships with affiliates and nonaffiliated parent groups.

Responsibilities:

To arrange for and attend meetings of the Board of Directors and Executive Committee and other meetings as directed;

To supervise the preparation and distribution of documents, publications and reports of NAPVI on a timely basis;

To maintain historical and statistical information which is useful to the Board of Directors for planning, fund raising and public information;

To purchase goods and services needed for NAPVI operations;

To raise funds for the organization via grants, direct mail, advertising, services and sales;

To maintain documentation of all dues, sales, registrations, contributions, purchases, expenditures and other financial transactions of NAPVI;

To supervise and schedule work of office staff and volunteers;

To act as a spokesperson for NAPVI and do all that is possible to promote NAPVI's purposes;

To promote establishment and activation of affiliate parent groups;

To conduct or supervise official correspondence;

To perform such other duties as the Board of Directors shall authorize and direct.

Position: **Office Manager**

Overview:

The office manager provides support services to the Board of Directors and membership of NAPVI at the direction of and under supervision of the Executive Director. General responsibilities of the office manager include: mailing, accounting, filing, clerical, inventory control, typing, telephoning and other activities which maintain an efficient central office for NAPVI.

Functions:

Prepares the documents and reports of the organization.

Maintains and controls the physical properties and supplies of NAPVI.

Establishes and maintains office practices that support activities of NAPVI.

Coordinates office activities which support the functions of the Board of Directors and Executive Director.

Coordinates information and services to the general membership, affiliates and parents of visually impaired children.

Responsibilities:

To prepare reports, lists, and other documents as directed by the Executive Director;

To process and distribute incoming mail for appropriate response and prepare and mail correspondence and materials;

To file correspondence, minutes, reports, membership records, resource information for NAPVI use.

To process membership applications and renewals;

To prepare or supervise preparation of mass mailings;

To maintain accurate membership records;

To supervise activities of volunteers related to office operations;

To perform other duties as directed by the Executive Director.

Copy of Memo also in NAPVI Budget notebook

AMERICAN FOUNDATION FOR THE BLIND, INC. 15 WEST 16th STREET, NEW YORK,N.Y. 10011

INTER-OFFICE CORRESPONDENCE

TO: Alana Zambone

FROM: Susan J. SPungin **DATE:** March 11, 1987

SUBJECT: NAPVI - Executive Committee Meeting - January 1987

Attached are some NAPVI materials of interest as well as their Financial Report of October 1, 1986 to December 31, 1986. Al Lisi has the original. They get paid quarterly and have a remaining $6500.00 due on or around April 1, 1987. You should receive a financial statement from Henry Hedgecock each quarter. When done, write a check request for Al Lisi who will assign it a code and send check to you for you to send to Henry.

Please note that with Bill Gallagher's approval, a check for $4000.00 went out to cover cost for:

Apple II E
Typewriter
Table and Chairs
Copy Machine

Hopefully you have received the minutes from their January 16-18, 1987 Executive Committee meeting I attended in your place in Austin. Some highlights are: (agenda attached)

1. Crandall as new Executive Director. Will know by April 15th.
2. Virginia Bishop not interested in Executive Directorship.
3. Keitha Robinson acting Executive Director until June.
4. Newsletter - Mary Lour Wilkinson and Keitha Robinson.
5. Considered starting a Professional Advisory Board.
6. Rejected Plymale Fund Raising Proposal (attached).
7. Denise Blair NAPVI secretary, 20 hours per week.
8. Should have telephone by now - number?
9. Plan to charge for advertising in Newsletter.
10. Sent AFB labels for an appeal letter January 1987.
11. Sueing hotel that backed out for first Annual Conference.
12. Will raise dues to Parents $10.00; Community Groups $25.00; Associates $15.00 starting January 1988.
13. Spring conference in Philadelphia.
14. Possible affiliates to work on: New Mexico, Colorado, Arizona, Florida Central and South Florida and Georgia.

There exists A Guide to Colleges for Visually Impaired Students edited by Mary Ann Liscio, Academic Press 1986.

SJS:arr
cc: Huebner
Freedman
Lisi

Enclosures

RECEIVED
MAR 13 1987
A.M.Z.

NATIONAL ASSOCIATION FOR PARENTS OF THE VISUALLY IMPAIRED, INC.
EXECUTIVE COMMITTEE MEETING

January 16 - 18, 1987
Austin, Texas

273 1987
9/87 1986
- Clear
178 net
Applewords
(57 agencies)
350 parents
to prof.

Friday Morning

9:00 A.M.

Welcome and review of the agenda
Reading of minutes from the November Board Meeting
Additions/changes to agenda (if any)

9:30 A.M.

Report of convention evaluation -- Lee Robinson
Report of post-convention activities -- Lee Robinson
A. JVIB Article re: Kathy Heubner - Conf. Summary
B. Thank you letters
C. CEU credits
D. List of recommendations from convention
E. List of conference attendees (name switching)
Report of convention finances -- Henry Hedgecock
NAPVI financial report -- Henry Hedgecock
Report on NAPVI Three-Year Plan -- Lee Robinson

10:15 A.M.

Coming events-requests for services
A. Summer Seminar 1987
B. AFB and Junior Blind, February, 1988
C. Conference, Summer, 1989
D. Region II Workshop
E. CEC National Convention, April 20-24, 1987
F. Regional AER Meeting, Souix Falls, South Dakota
G. CTEAVH California, March, 1987
H Delnor Community Hospital and Geneva Lions Club IL
March 7, 1987 (Exhibit $25.00)
I. RP Foundation, February, Atlantic City, NJ ($50.00)
J. Texas AER April 2-4, 1987, San Antonio
K. 6th Canadian Interdisiplinary Conference Oct. 14-17, 1987, Nova Scotia
L. Medical Symposium, Los Angeles, March 6-7, 1987
Proposed Projects
A. Video tape editing
B. Print "Parents to the Rescue"
C. Print "Affiliation Procedures"
D. Print "Library Guide"
E. Audio tapes of conference duplication

12:00 P.M. Lunch Break

Friday Afternoon

Central Office Operations

A. Telephone
B. Personnel
   1. Office manager -- Denise Bair
   2. Executive Director --
      a. Dr. John M. Crandell, Jr.
      b. Alternative search strategy
   3. Elections
   4. Newsletter — Technic Adv. Comm.
C. Equipment -- Acquire office equipment
   1. computer system w/letter quality printer
   2. high speed dot matrix printer
   3. file cabinets
   4. shelving
   5. folding tables and chairs

Friday Evening

Preliminary discussion and planning for Summer, 1987 seminar, 1988 AFB meeting and 1989 conference

Saturday Morning

Preliminary discussion of issues and recommendations to Board of Directors

A. Fundraising -- Hear from fund raiser and make recommendation regarding future fundraising goals, strategies and activitis
B. Plans of AFB regarding NAPVI
C. New Three Year Plan
D. Paid advertising
E. Affiliates' relationship with national
F. Budget
G. Technical Advisory Board

Saturday Afternoon:

Discuss and draft recommendations to Board of Directors (Set order of discussion based on results of earlier activities.)

Saturday Evening:

Continue discussion and drafting of recommendations to Board

Sunday Morning:

A. Approval of committee recommendations
B. Prepare action lists for Board members
C. Set time of conference call

Sunday Noon: Adjourn

NAPVI Financial Report
1 Oct. 86 - 31 Dec. 86

Checking Account

	Expenses	Receipts	Balance
Beginning Balance 1 Oct. 86			$ 7,831.65
Publications	556.70	2,021.00	1,464.30
Travel	3,686.67	32.00	(3,654.67)
Conference	19,352.49	23,129.29	3,776.80
Souvenirs	3,002.42	1,546.50	(1,455.92)
Rent	500.00	-0-	(500.00)
Outside Service	1,932.00	-0-	(1,932.00)
Bank Charge	13.71	12.00	(1.71)
Dues	39.60	1,173.60	1,134.00
Phone	1,018.03	-0-	(1,018.03)
Postages	291.37	40.00	(251.37)
Misc.	176.35	-0-	(176.35)
Booths	3,589.18	2,380.00	(1,209.18)
Raffle	13.00	783.00	770.00
Supplies	9.86	-0-	(9.86)
Advertisement	-0-	1,810.00	1,810.00
Savings Account	-0-	6,000.00	6,000.00
Contributions	-0-	6,739.00	6,739.00
Child's Name	-0-	120.00	120.00
	34,181.38	45,786.39	11,605.01
Ending Balance 31 Dec. 86			$19,436.66

Savings Account and Certificate of Deposits

	Savings	CD	Total
Beginning Balance 1 Oct 86	3,294.61	7,000.00	10,294.61
Withdrawal	(3,000.00)		7,294.61
Cash 9572017		(3,000.00)	4,294.61
Interest	83.97		4,378.58
Ending Balance 31 Dec 86	378.58	4,000.00	4,378.58

Henry H. Hedgecock

Henry Hedgecock
Treasurer/NAPVI

National Association for Parents & the Visually Impaired

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P.O. Box 180806, Austin, Texas 78718

AWARENESS

WINTER 1984

ALL IN A DAY'S WORK

by Elaine Moses, NAPVI President

New NAPVI President Elaine Moses is the mother of 10-year-old Richard, who is totally blind as the result of retinal dyplasia. She is also vision consultant for Region 13, Education Service Center, Austin, TX.

Sometimes trying to fit everything in seems impossible. I ask myself why it is that I never seem to get all the things done that need to be accomplished. When I start feeling this way about my life, it's time to take a good look at what's going on.

The problems of being overextended relate highly to being a parent of a handicapped child. Think of the time expended dealing each day with some aspect of having a special child; then add the normal load of activity expected in one's life and the picture is clear. Many of us are trying to function way beyond our means. Let's look at "overload" and what we can do about the problem.

What is causing such pressures? Parents of visually impaired students were asked in a recent survey to count the number of professionals currently serving their children, including doctors, teachers, social workers and therapists. The average number was 11. One parent came up with a total of 17 different types of professionals seeing her child. Imagine the time spent seeing these people on a regular basis! Not only is additional time tapped seeing these individuals, but even more time is needed to follow through with their recommendations, which may include ensuring that the child follow a specific diet, a new schedule or an increase in homework. Additionally, finding services to meet the needs of our kids—music lessons, swimming, day care—may take several phone calls or trips to visit programs. Many visually impaired children need more exposure to concepts in order to fully understand the meaning of things in the environment, creating the need for even more of our attention.

Stress also influences the amount of energy parents have for dealing with what might seem to be "small" projects to other parents. The emotional impact of finding out that your child is handicapped or won't be able to meet society's standards at any point throughout his/her development can be a drain on energy levels.

In this fight for time, parents are not allowed to forget their other responsibilities, such as earning a living, raising other children and being a "good" husband/wife. Many parents have grave feelings that they have neglected others in their families or their jobs, causing problems in other areas of their lives later on.

The solution, or at least a way of coping with the pressures of one's time, may lie in accepting the fact that we cannot *be* all things to all people. Here are some suggestions to begin moving in that direction:

1. Set priorities for those things that are most important in your life.
2. Above all, learn to say "no" without feeling sorry or guilty.
3. Make time for fun things.
4. Learn to keep a balance with the handicap and the rest of the family.
5. Delegate as many of your responsibilities as you can.
6. Organize yourself to save yourself time and other resources.

While these suggestions may prove helpful, they may also be easier said than done. One of NAPVI's main goals is to increase our coping skills—one day at a time!

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AWARENESS

WINTER 1982

FOOD FOR THOUGHT

Beauty in the heart that longs for it is more sublime than the eyes of him who sees it.

—Kahlil Gibran

PET PEEVES OF BLIND PEOPLE

(who live with sighted people)

The original list was first published in the *Braille Forum;* what follows is an amended list after consulting with some blind teenagers:

1. Leaving doors half open, especially cabinets, etc. above the level of cane detection.
2. Leaving chairs pulled away from the table.
3. Moving furniture while you are away or asleep.
4. Using things and not putting them back in the same place.
5. Telling you that you wouldn't be interested when they are reading from print, like newspapers.
6. Leaving wires of appliances stretched across travel areas.
7. Giving inadequate descriptions during movie or TV shows.
8. Saying that something is "right here."
9. Having people ask your Mom what you want — when you're standing right there! □□□

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AWARENESS

FALL 1983

CHOOSING TOYS FOR CHRISTMAS
(or any other time)

The toy shelves are brimming over with toys of all kinds and it is frequently difficult for parents to decide what is *the* toy that will meet their criteria for a worthwhile toy and still be enjoyed by their child. The following guidelines and suggestions, we hope, will help you in the annual dilemma of choosing toys for your child for Christmas.

General guidelines in choosing toys for a blind child:
1. Try to choose toys that can be played with alone or with somebody else.
2. Try to find toys that are easy enough for the child to play with and yet challenging enough so that he is learning something.
3. The child should be able to figure out what to do with the toy and should find satisfaction in being able to play with it correctly.
4. It should involve his other senses.

The following lists of toys are only suggestions as there are MANY to choose from and many that are equally as acceptable:

Toys for Vision: brightly colored toys, picture books, shiny toys, toys with lights.

Toys for Hearing: talking phone, musical ball, jingle bell ball, pull toy with music, noisy cars, talking dolls, see-n-say, tape recorder, toys with horns or bells, musical instruments, xylophone, rattle.

Toys for Body Image: dress up clothes, hoppity hop, swing or tire swing, bar to swing on, tandom bike, tricycle or bicycle, rollerskates, doll or Barbie doll, indoor or outdoor slide.

Self-Help Toys: teething necklace, spoon, dish, training cup, toys with zippers, snaps, and buttons, lace boot for tying.

Toys for Touching: beads for stringing, clay or play doh, legos or blocks, texture puzzles, peg board, finger paints, shaving cream, hammer and peg bench, shape sorter, shape puzzles, sewing cards, scratch-n-sniff books, cone with graduated rings, small cage that child can put different objects into.

*Guidelines and list came from a South Carolina agency.

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AWARENESS

WINTER 1982

THE PARENT AS 'HOPEFUL SKEPTIC'

by Lee Robinson, President

To watch computers translate from print to braille and still other computers read print aloud seems almost like magic. Closed circuit television for enlarging print, recorded encyclopedias, low-vision lenses and other technical aids — all make it seem that sooner or later great inventions will make blind children see. In fact, science is experimenting with electronic implants that seem to produce rudimentary images in the brain.

What does all this mean for our children?

With breakthroughs in science happening almost all the time, maybe the answer will be found. Perhaps medicine will find ways to prevent all kinds of eye diseases and repair all sorts of injuries. Perhaps someday there will be some device which will provide all of the dimension and accuracy seen by the natural eye. Maybe someday...

But now there is no single device or treatment that helps everyone see better or learn better or perform a job better. There is no single solution to everyone's sight problem.

When we see articles about new inventions for the blind in the newspapers, magazines or on TV, we need to realize that such stories are often exaggerated by the media or that those 'breakthroughs' may still be very experimental. Other considerations should also be made before too much enthusiasm is built: Is it better to provide expensive artificial aids or to develop the use of other abilities to accomplish tasks? Is the aid meant for educational or vocational purposes? Will the device bring dependence or independence? What skills will it take to use the device successfully?

The point is that each new invention or discovery will provide assistance for someone. However, each requires thoughtful consideration before use. Many aids go unused after the novelty wears off. Listening as a way of learning, for example, may if used to excess, leave a child unable to read without recordings. Untested methods or treatments may prove damaging.

As parents, we must encourage the development of new devices and treatments without rushing recklessly after expensive solutions that do not fit our child's needs. We must always support efforts to cure but be able to accept the fact that the discovery in question may help someone else's child instead of our own. We must always be hopeful skeptics.

Perhaps NAPVI can help. If you have heard of a product, discovery, or aid which you'd like more information about, let us know. We will help you find information or people who can answer your concerns. As we get answers we will be able to share them with many parents.

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AWARENESS

SUMMER 1982

Is This The Right Placement?

By Kay Ferrell

Every fall, parents all over the country are faced with the same question: "Is this the right educational placement for my child?" The answer, of course, is not an easy one. A child can do well in one type of placement one year and do miserably the next. Placements that seem fine on paper can turn out to be poor in practice. On the other hand, placements that at first seem ordinary can turn out to be exciting, really good programs.

How do you decide?

First of all, **know your options.** Two phrases that teachers and other professionals use are "continuum of services" and "least restrictive environment." The continuum of services is a sliding scale of classroom placements, starting with the regular classroom in the neighborhood school, moving through classrooms with several types and amounts of support services, and ending with special or residential schools, which may or may not be found near the child's home. The "continuum of services" is meant to be an active process, where children move up and down the scale (and thus in and out of placements), depending on their needs at any particular point in time.

"Least restrictive environment" is tied into the continuum of services, and means an educational placement that gives a child the necessary support and the greatest amount of integration with sighted children in regular education. Again, the least restrictive environment changes depending on a child's educational needs at any point in time.

Options most often available for visually impaired and/or multihandicapped children are:

— Regular classrooms, where children spend varying amounts of time with a teacher of the visually handicapped, ranging from consultation visits once a year to a specialized instruction on a weekly or daily basis.

— Regular classrooms, where children spend almost half or more of their time in a resource room with a teacher of the visually handicapped.

— Special classrooms in local schools, where most instruction occurs with other handicapped children, but children join regular classrooms for art, music, and/or physical education.

— Classes in special schools (residential or day program), where all or most instruction occurs with handicapped children.

Kay Alicyn Ferrell is the National Consultant in Early Child Development for the American Foundation for the Blind, Inc. Before joining AFB, Dr. Ferrell taught junior and high school students at the New York Institute for the Education of the Blind and she also worked as an itinerant teacher for the Virginia Department for the Visually Handicapped.

This leads to my second point: Know your child's current "level of functioning." Placement decisions cannot be made without looking at what the child already knows. The information is included in the Individualized Education Program (IEP) as the "current level of functioning." Sometimes this section of the IEP contains too little information, or does not sound like the child you know. Ask to have test results explained and add your ideas too.

Third, **know your child's educational objectives.** One of the purposes of the IEP meeting is to plan the child's goals for the next year. These goals (known as short- and long-range objectives) should make sense to you and go beyond the current level of functioning.

Fourth, **ask yourself the following questions:**

(1) At what point was the educational placement decision made, and by whom? The best placement is based on the child's needs at that particular point in time. Therefore, the educational placement cannot be made until the goals and objectives are written. The choice of placement should be made at the end of the IEP meeting and should be a joint decision by teachers, administrators, and parents.

(2) Was your child made to fit the placement, or was the placement made to fit your child? Again, the idea of a continuum of services means that children can move in and out of support services as necessary. Children should get what's necessary, not just available.

(3) Are there opportunities for play and social interaction? Regardless of the type of class, there should be chances to develop social skills with adults, handicapped peers and nonhandicapped peers.

(4) Are there good role and behavior models? Good motor, language, and behavior models are especially important for visually handicapped children.

(5) Is the classroom teacher trained to work with visually handicapped children, or does the teacher have access to someone who is trained? The amount of involvement by a teacher of the visually handicapped really depends on how much help your child needs. But, because a visual impairment can affect the *way* a child learns (not *what* a child learns), a teacher of visually handicapped should be involved somewhere in your child's placement.

(6) Is the classroom located in a building that is accessible to your child? An accessible building is one where handicapped persons can get around safely on their own, without needing someone to guide them. Although all children need help sometimes, they should at least be able to move around if and when they want to.

(7) Does the classroom or school have all the specialized books, materials, and equipment your child needs? This is where the idea of least restrictive environment really comes into play. A classroom in the neighborhood school without the necessary materials and equipment may be *more* restrictive than a class in a residential school. And finally,

(8) Does the placement give your child a chance to grow, develop, and make the most of his or her abilities? This is probably the key question, for if you cannot answer yes to this one, then all the other answers don't count. The right to a free, appropriate public education means the right to change, to learn from past experiences, and to go on to new ones. If the placement does not offer this to your child, then all the special materials and equipment in the world will not make a bit of difference.

Of course, the best educational placement may not be clear even after answering all these questions. Then again, the answer might be clear, but the placement may not exist. The job, then, becomes a balancing act, where parents and schools work together to find the best answer. In this process, both parents and schools may have to do a little give and take. So, **set your priorities.** Know what's really important and what's not so important—and stick to it.

National A[illegible] Parents & the Visually Impaired

•support
•information
•service

P.O. Box 180806, Austin, Texas 78718

AWARENESS
SUMMER 1984

PARENTS SHOULD PLAN FOR IEP MEETINGS, TOO!

School is "just around the corner" and all parents, but especially parents of special needs children, must be prepared. Since the I.E.P. (individual education plan) is an integral part of placing each child into an appropriate program, it is timely to review the Handicapped Children's Act of 1975 and I.E.P. particulars. This information was extracted from Take Charge! *(NAPVI, 1980); information provided by the Parent Teachers Organization of the Western Pennsylvania School for Blind Children and other listed sources. We, at NAPVI, hope this will be helpful to you.*

WHAT IS AN INDIVIDUAL EDUCATION PROGRAM (IEP)?

An IEP is a written statement (the basis of your child's entire learning program) developed for your child at a yearly conference (meeting). It should and must be planned at a time convenient for the parents and should include:

1. a representative of the school district or intermediate unit.
2. the child's teacher.
3. the child when appropriate; or an 8 x 10 glossy picture will help focus the reason for the meeting on the child.
4. the child's parents.
5. others as appropriate.

HOW CAN PARENTS PREPARE FOR THE IEP MEETING?

First and foremost, *know* what goals you want your child to achieve, and the services needed to attain these goals (i.e., speech therapy, occupational and physical therapy, psychological counseling). Transportation is a required service and must appear on the cover sheet of the IEP.

Perhaps you even wonder if the child is in the right classroom or educational setting. In the Summer 1982 edition of AWARENESS Dr. Kay Ferrell of the American Foundation for the Blind discussed placement, how to decide if it is right for your child and listing some questions you should ask in determining if this is correct placement. For a reprint, request "Is This The Right Placement?" from the NAPVI/National Office, P.O. Box 180806, Austin, TX 78718. □□□

FOR THE IEP MEETING:

1. Take a friend/advocate who can support you.
2. Record the meeting (notes or tape recording). You have a right to tape this session.
3. Have your own list of goals for your child before you go into the meeting.
4. Stay calm; do not lose your temper, but be assertive in your goals for your child.
5. Ask lots of questions. If you don't understand what the professionals are saying, ask questions. (Don't be afraid to ask what you think others want explained too, but are too intimidated). Be sure that everything is translated into plain, understandable language.
6. Do not let politeness and compliments distract from your understanding of what's best for your child.
7. Rehearse your plans before the meeting. □□□

WHAT SHOULD THE IEP CONTAIN?

It must include the following items:

— a statement of the present level of the child's educational performance.
— short-term and long-term educational goals for the child.
— a statement of the services to be provided to the child, including a description of all special education and related services required to meet the child's unique needs.
— a description of the extent to which the child will be able to participate in regular education programs.
— the dates on which services are expected to begin and end.
— the measures used to determine the success of the child's program. □□□

WHAT THE LAWS SAY

PUBLIC LAW 94-142:

A comprehensive law setting forth the fundamental rights necessary to ensure that *all* handicapped children receive the free, appropriate public education (in the least restrictive and most normal environment possible) to which they are entitled.

SECTION 504:

Requires local school districts receiving federal funds of any kind to provide an appropriate education to all handicapped children within their jurisdiction. And presently, nearly every school district in the country receives some kind of federal funds.

REPRINTS

Once again, if you're not sure of what the professionals are saying, ask questions. Your understanding of your child's diagnosis will be one of the most valuable tools in your ability to judge the value of a program — and to stand up for an appropriate one.

You can bring tape recorders to conferences to help you remember what was said. You can visit classrooms and talk to teachers and other parents of handicapped children. Then make up your mind.

PLEASE NOTE: Even if the parents approved the IEP at the conference, they may revoke this acceptance and may request a new meeting if they feel a change is needed in the IEP.

AND AFTER THE MEETING?

Your job is not completed when the IEP is signed and the program commenced. Progress toward short-term objectives and annual goals should be monitored. On-going contact with the special education teacher, any therapists, and any regular classroom teachers involved in a program is critical. Short-term objectives in the IEP should be open to change based upon the child's experience and progress in the program. It should be evident to all parties involved that the program for the child must be consistently applied, both at school and home, in order to be effective.

If parents have the feeling, either at the IEP conference or immediately thereafter, that the district is not willing to provide an appropriate program for their child, then they should take preliminary steps before deciding to make a Due Process Appeal.

Preliminary Steps Include:

1) Review the child's educational goal in the light of the school district's evaluation material and decide if the goals can be realistically established.
2) Evaluate whether your position is essential to an appropriate program and not a false issue, such as categorization of dollars available.
3) Attempt to identify specific areas of disagreement in the child's program.

If, indeed, a conflict does exist, alternative methods of approaching the district should be used to settle the dispute.

—From Building an Alliance for Children: Parents and Professionals, edited by Marie Peters

ONE FINAL NOTE . . .

It is important to emphasis that it is up to the parent to ensure that the child receives the benefit of the laws. Legal requirements for education and the procedures for compliance are there, but unless the parent is an active participant, he/she cannot be sure the child is receiving the full benefit of the law.

Most states have an advocacy organization as well as a legal aid office and Lawyer Referral Office. The NAPVI national office has a list of each state's primary advocacy organization, available upon request. School districts are required to supply guidelines for a Due Process Appeal.

Parents must regard themselves as the longlasting resource and the only consistent persons who continually have the child's interests at heart throughout their lifetime.

—Lee Robinson, past-president, NAPVI

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P.O. Box 180806, Austin, Texas 78718

AWARENESS
FALL 1982

Choosing Toys for Visually Impaired Children

by Libby McAleb

The holiday season draws near and, as parents of visually impaired children, you might be wondering what to buy your child for Christmas. The following tips and considerations are some guides to think about when helping your child make a gift list to Santa:

(1) Because a child is visually impaired, it does not mean that he cannot ride a tricycle, bicycle, or riding toy. If he has no vision at all, include horns, bells, or anything that will make the tricycle more exciting and fun.

(2) If a child has extremely limited vision, almost everything he learns will be from the vision he has remaining and from the use of his other senses (touch, hearing, taste, smell). The visually impaired child must have new experiences just as sighted children do; therefore, any real and "true to life" gifts can assist the child in learning about the environment in which he lives. If the child is mature enough, a new pet might be a very good gift. He can learn about real life experiences through gifts such as a miniature boat to float in the water, or a cook set where you can actually mix, cook, taste, and smell what has been prepared. Without the benefit of seeing the "real thing," the visually impaired child needs "hands on" experiences.

(3) The young child who has low vision will benefit from toys with bright contrasting colors to stimulate his remaining vision.

(4) The young child with no vision at all, or very little, will probably prefer toys which are musical, noise making, or mechanical.

(5) Toys, or gifts, that will teach the child about textures (touch and feel books) and temperatures should be considered.

(6) Toys and games can be adapted. If the child has enough vision, board games, coloring books, etc., can be outlined or marked with a felt-tip pen. Many games such as cards and bingo can be marked in braille for the braille reader.

Most of all, remember when choosing gifts for your child that every child, sighted or blind, is a different individual. The majority of toys that are made for sighted children can also be enjoyed by visually impaired children if they are given the chance to learn how to use them and are actually shown (hands on) how these toys are to be played with appropriately. It may take more time and more guidance from you, as parents, to teach them.

The following lists of toys are based on experiences of my own, other professionals, parents, and various publications. This is by no means complete and your child's developmental age and the extent of visual impairment should be considered when using this guide:

Musical and Noise Making Toys: See 'n Say, push-pull toys (boats, trucks, cars), music boxes, toy instruments (drums, tambourine, harmonica, etc.) tape recorder, record player, radio;

Bright and Contrasting Colors: mobiles, crib toys, squeeze toys with sound and color, floating water toys, cuddly toys, balls of all kinds;

Fine Motor Toys: stacking disc, peg boards, beads to string, puzzles, form boards, shaped sorting boards, busy gyms;

Riding and Outdoor Toys: wagon, bicycle, tricycle, rocking horse, slide and swing set, swimming pool, sand box;

Imaginative and Creative Play Toys: cook sets (also teach self-help, eating) telephone, tool sets, dolls and puppets, activity sets, flannel board with shapes, numbers, letters;

Books of all types: large print for low vision child, braille books, scratch and sniff, touch and feel books with large contrasting pictures.

Although most gifts and toys can be purchased at local toy stores, the following companies sell toys and aides which are made specifically for visually impaired people. Catalogs can be ordered for toys and gifts that they carry: American Printing House for the Blind, P.O. Box 6085, Louisville, Kentucky 20706; American Foundation for the Blind, 15 W. 16th St., New York, NY 10011; and Print-A-Log, Box 385, Wayne, PA.

Although Playpath child development toys made by Johnson & Johnson are not made specifically for blind infants, I have found them very stimulating for the visually impaired. Some of the toys include clear rattles, red rings, tracking tubes, rolling circus and spin-a-round. A few of the companies who sell the entire Playpath line are: Flag House, 18 W. 18th St., New York, NY 10011; The Formative Years, Inc., Box 130-1, Route 3, Westbrook, CT 06498; and Kaplan School Supply, 600 Jonestown Rd, Winston-Salem, NC 27103. □

Libby McAleb is a children's specialist with the Office for the Blind and Visually Impaired in Arkansas.

REPRINTS

PRELIMINARY PROPOSAL

for strategies in

Funds Development

Prepared for:

NATIONAL ASSOCIATION FOR PARENTS
OF THE VISUALLY IMPAIRED (NAPVI)

Prepared by:

IDA RUTH D. PLYMALE, CFRE
5601 Craggy Point
Austin, Texas 78731

October, 1986

PREFACE

THE NAPVI MISSION

The mission of NAPVI is to provide adequate and appropriate support, information, and services to parents of visually handicapped children and youth.

RESOURCES REQUIRED

In order to accomplish the "NAPVI Mission" it is abundantly clear that the following precepts are absolutely critical:

1. NAPVI must be totally independent and financially self sufficient,
2. NAPVI must remain an organization which is primarily of and for parents of the visually handicapped,
3. NAPVI must acquire competent full-time professional staff,
4. NAPVI must acquire adequate permanent facilities, and
5. NAPVI must formulate and implement an appropriate long range plan targeted to the "NAPVI Mission."

This entire presentation is based on the premise that the "NAPVI Mission" and the five precepts just stated are correct.

THE BODY OF THIS PAPER

The bulk of this paper deals with the basic theory and practice of professional fundraising and is provided for purposes of review and update in terms of the current state of the art in this country.

THE NUTS & BOLTS

Put briefly and concisely, the recommended game plan looks like this:

Desired Outcome	- A realistic, workable initial plan is written.
$ Cost to NAPVI	- $1,000
$ Risk to NAPVI	- $1,000
Activity	- Designing NAPVI preliminary marketing plan.
Fundraiser Actions	- Information gathering and writing.
Board Member Actions	- Answering questions and providing information to fundraiser.

Desired Outcome	- Seed money is secured.
$ Cost to NAPVI	- 3% of targeted funds to be raised.
$ Risk to NAPVI	- 0
Activity	- Approaching key potential donors for seed money.
Fundraiser Actions	- Identifying high potential prospects and soliciting seed money.
Board Member Actions	- Assisting fundraiser to identify people and possibly going with fundraiser to call on some prospects.

Desired Outcome	- Fees of actual fundraisers are paid.
$ Cost to NAPVI	- 10% of targeted funds to be raised.
$ Risk to NAPVI	- 0
Activity	- Accomplishing the actual raising of the money through new and improved programs
Fundraiser Actions	- Activating effective fundraising strategies and people.
Board Member Actions	- None.

Desired Outcome	- Basic expenses of fundraising are covered.
$ Cost to NAPVI	- 5% of targeted funds to be raised.
$ Risk to NAPVI	- 0
Activity	- Administering, covering costs for travel, advertising, out-of-pocket expense, etc.
Fundraiser Actions	- Managing the fundraising project totally.
Board Member Actions	- None.

Desired Outcome	- Targeted dollars are raised for NAPVI.
$ Cost to NAPVI	- 0
$ Risk to NAPVI	- 0
Activity	- Accepting contributions.
Fundraiser Actions	- Managing the escrow account.
Board Member Actions	- None.

THE BOTTOM LINE

In essence we are saying that we can be of extraordinary assistance to NAPVI in terms of:

1. designing an effective operating plan,
2. designing an effective marketing and fundraising strategy, and
3. actually raising most of the dollars for our own fees as well as the dollars NAPVI needs to become totally independent and self sufficient.

All that NAPVI will have at risk is:

a. $1,000 initial fee, and
b. a few hours of time providing information and contact support.

BEST vs. WORST CASE SCENARIO

Best Case: NAPVI gets about $500,000

Worst Case: NAPVI gets a good written plan of action for $1,000

THE NEXT STEP

To get this project started NAPVI has only to provide an authorized approval signature on the Consultative Services Agreement contained in this document.

"The days of begging, hand-wringing, and arm-twisting are drawing to a close. Today, the successful organization invites people to invest in a worthy enterprise through which they can see their own dreams fulfilled."

-- professional fundraising advisor

Economic survival and planned growth for NAPVI will ultimately depend upon how well the organization faces the challenges of its environment, the marketplace within which this young organization exists. Survival and growth will depend upon how well NAPVI accepts responsibility for the burden of proof as to its organizational relevance.

Financial success will be possible if NAPVI can be perceived by its critical publics as relevant, important, and deserving of strong and persistent advocacy. NAPVI should, as an integral part of the organization's strategic planning, design and begin to implement a funds development program that capitalizes on opportunities which can be identified within its donor, volunteer, and friends networks. Funds development is an accumulative process, and gift income will increase as a carefully constructed program matures.

This document has three parts:

I. Assumptions and Statement on Future Possibilities.

II. Fundraising: Basic Components. An outline representing the recognized fundraising program components which form the basis of the typical or standard fundraising/development program. A growth plan covering three to five years and designed as a response to NAPVI's immediate needs as well as to its long range goals should be an individually formulated mix of these components.

III. Recommendations. Some initial suggestions and recommendations for beginning efforts with the assistance of objective market advisors and consultation. Consultative Services Agreement and consultant information are attached.

I. ASSUMPTIONS AND STATEMENT ON FUTURE POSSIBILITIES

ASSUMPTIONS

1. NAPVI desires to create a plan to create fiscal stability for immediate and long range (including endowment) funds establishment.

2. The organization is, in fact, trying to move from being a well-formulated concept, limited to essentially voluntary leadership by its founders, to an even more active and broader-based, financially independent corporation providing for its future leadership and appropriate growth. A more involved board of directors, full-time paid staff, and a broader network including other specialty-related constituencies will be important to this anticipated growth.

3. NAPVI has been involved in different approaches to fundraising since its inception, and has become aware that an ongoing, integrated, and fully developed fundraising and marketing program is vital to long-term financial security and programmatic viability.

4. Board members are willing to get involved in development, but desire training and exposure to fundraising principles to prepare them for supporting major fundraising projects.

5. Establishing a more comprehensive approach to development as early as possible will require some initial investment of monies for expenses of presenting the concepts detailed here to identified prospects and soliciting their involvement and financial support.

STATEMENT ON FUTURE POSSIBILITIES

By adopting and using an organizational marketing posture and structure, the organization's programs, services, and other products could be self-sustaining within three to five years. As a viable and broad-based organization operating from strength, NAPVI would receive investments from key markets recognizing its value as an objective clearinghouse of information and referral and as a catalyst for personal, professional, and group support for parents of the visually impaired.

NAPVI would obtain the hands-on assistance of development/marketing advisors to design and carry out a flexible growth plan with these characteristics:

1. based on priorities agreed upon by NAPVI board of directors;

2. allowing for growth at a practical rate that will not create service delivery problems;

3. using the best conventional strategies of development/fundraising but not limited by them;

4. focusing on obtaining major gifts leading toward eventual endowment funding;

5. emphasizing strengths that follow and build upon NAPVI's original purposes;

6. minimizing organizational weaknesses.

II. FUNDRAISING: BASIC COMPONENTS*

ANNUAL GIVING - The Basic Source

Purpose - To supplement annual operating funds in an amount equal to the difference between income and expense.

Source - From the income of donor constituents.

Method - Primary and usual method is direct mail marketing. Telephone, personal contact and special events are often used as well.

(This is the foundation for all other fundraising.)

CAPITAL GIVING - The Revealing Source

Purpose - To provide funds for capital projects such as building, equipment or endowment.

Source - From the donor's capital, foundations and corporations, and sometimes from government.

Method - All methods are employed, but face-to-face dominates. Also personal contact, phone, direct mail and special events.

(Annual and planned gift solicitations should not be suspended during a capital campaign.)

PLANNED GIVING - The Ultimate Source

Purpose - Generally ... gifts for endowment are sought through this type of solicitation.

Source - From the capital resources of the institution's closest donors.

Method - Primary method is face-to-face between organization's planned giving representative and donor. Other methods are personal contact, direct mail, telephone and special events.

(A donor's absolute potential can be reached this way.)

* Annual, Capital, and Planned Giving programs, in an individually-formulated mix, are the basis of planning for growth in development when they respond effectively to an organization's immediate needs and to its long range goals.

III. RECOMMENDATIONS

These recommendations are made with the expectation that they will place NAPVI in a position to be effective in broad-based fundraising efforts within three to five years. A carefully laid foundation will be required, involving attention first to internal needs: planning, adequate systems for growth, and preparation/orientation of staff and board for their roles in development, collectively and individually.

1. NAPVI should enter into an agreement with IDA RUTH D. PLYMALE, CFRE, to proceed immediately with the identification of sources of funds to cover expenses and professional retainer related to recommendations 2 through 4, below.

   NAPVI leadership would agree to share pertinent and necessary information on key persons, including former contributors and friends of NAPVI, and will cover minimum costs for the successful presentation of a prospectus related to long range development growth for NAPVI to selected persons during November and December, 1986. It is agreed that IDA RUTH D. PLYMALE, CFRE, will be employed as the sole outside advisor to NAPVI for development activities planned as a result of this relationship, upon receipt of the necessary funds to proceed with detailed development planning, development systems, and staff preparation and training.

2. NAPVI should create, with advice and assistance of IDA RUTH D. PLYMALE, CFRE, a board-approved funds development/marketing plan, spanning three to five years' growth in new annual income from gifts and memberships:

Years	New Income Raised
1987-88	$ 50,000 - 75,000
1988-89	75,000 - 100,000
1989-90	100,000 - 125,000*
1990-91	125,000 - 150,000
1991-92	150,000 - 175,000
	$500,000 - 625,000

   * A minimum of three years is expected necessary to achieve a maximum of $125,000.

   (These income estimates may need revision based upon actual history of income from gifts and memberships.)

3. NAPVI should use the specific expertise of IDA RUTH D. PLYMALE, CFRE, to design an appropriate and flexible system for maintaining and analyzing donor and gift information. The system should be compatible with NAPVI's membership data base and useful in personalizing fundraising appeals and membership solicitation.

4. NAPVI should, with the guidance of IDA RUTH D. PLYMALE, CFRE, provide its board members and staff with professional training/preparation/ orientation for their respective roles in fundraising and strategic planning as it affects success in funds development. Opportunity for intensive and ongoing exposure to relevant fundraising/marketing principles believed vital to NAPVI's effectiveness and growth will be provided through both group and individual interaction over a scheduled period of time.

CONSULTATIVE SERVICES AGREEMENT

NATIONAL ASSOCIATION FOR PARENTS OF THE VISUALLY IMPAIRED (client) hereby enters into an agreement with IDA RUTH D. PLYMALE, CFRE, (Dr. Plymale) for the purpose of securing the consultative services of Dr. Plymale as specified herein.

Dr. Plymale and appropriate associates will proceed according to the principles outlined in the attached document titled "Preliminary Proposal for Strategies in Funds Development," which becomes part and parcel of this agreement.

Dr. Plymale is to be paid by the client according to the following fee schedule and timetable:

$ 1,000 - non-refundable advance retainer to be paid at the time of execution of this agreement
$14,000 - to be paid upon securing of first funding by Dr. Plymale

Subsequent fees will be determined in the same manner upon receipt of funds raised by anybody and according to the scheduling of services and completion of projects. The total of fees due and payable for any project is not expected to exceed 15% of the dollar goal for that project.

All expenses incurred by Dr. Plymale on behalf of the client: such as long distance telephone costs, typing, editing, computer time, travel, printing, postage, etc., will be the responsibility of the client. Estimated cost of expenses is not expected to exceed 5% of the dollar goal for any project.

If the payment schedule is interrupted, or if in her sole judgement the organization is not able to adequately interface with her, Dr. Plymale retains the right to cease efforts on behalf of the client without penalty.

Dr. Plymale agrees to perform the specified services in a timely manner and to exercise diligence of performance in an honorable and professional fashion. However, because certain critical factors are not under Dr. Plymale's control, no guarantees are made to the client as regards the success of any venture or action contemplated as regards the consulting product(s) prepared and/or provided by Dr. Plymale in any form whatsoever.

If additional consultation or other work is required by the client, Dr. Plymale will bill the client on the basis of usual and customary fees. The range of said fees is between $25 per hour and $100 per hour.

By affixing their signatures below, both parties agree to the terms and conditions of this agreement.

NATIONAL ASSOCIATION FOR PARENTS
OF THE VISUALLY IMPAIRED
Post Office Box 180806
Austin, Texas 78718
(512) 459-6651

IDA RUTH D. PLYMALE, CFRE
5601 Craggy Point
Austin, TX 78731
(512) 458-4727

_____ _____

Date:_____ Date:_____

Ida Ruth Duffey Plymale, CFRE

5601 Craggy Point
Austin, Texas 78731
(512) 458-4727

Conferred for 1985-1988 by the National Society of Fund Raising Executives, Dr. Plymale's designation as CFRE (Certified Fund Raising Executive) indicates achievement of an advanced standard of tenure, performance, education, knowledge, and service to her profession.

Career Highlights

1. Professional in fundraising resource development as private consultant and in positions of increasing responsibility since 1978: manager of programs covering all areas of charitable giving, particularly major prospect identification, cultivation, and solicitation; preparation of effective written proposals to individuals and to corporate, foundation, and governmental fund sources.

2. Manager of large-scale direct mail solicitation programs seeking financial support from former patients of Duke University Hospital, 1978-1981.

3. Public relations, promotion, and media specialist since 1977; oversight of external communications involving the press and broadcast media, corporations, community leaders, and the general public; advertising research planner and advisor to businesses and organizations.

4. Editor/writer of science publications, press releases and media announcements; manager of advertising; creating all fundraising and promotional materials as Director of Development, North Carolina Museum of Life and Science, Durham, North Carolina, 1982-1984.

5. Teacher and trainer in oral and written communication skills for more than ten years; advisor to speakers' bureaus for nonprofit organizations.

Education

Graduate degrees in journalism and broadcasting (Ph.D. 1978, University of North Carolina, Chapel Hill, North Carolina; M.A. 1971, Marshall University, Huntington, West Virginia). Training in management/supervision, 1979-80; management capability assessment, Center for Creative Leadership, 1978.

Professional Affiliation

National Association of Fundraising Executives (NSFRE); Association of Science and Technology Centers; Duke University Faculty Women's Network; Board of Directors, North Carolina's United Health Services for Alcohol and Drug Abuse; Board of Directors, National PMS Society.

Recent Publication

"Exchange in the Midst of Change: A Marketing Perspective for Hospital Fundraising," *Journal of the National Association for Hospital Development,* Fall, 1982.

Interests

Computer technology; the out-of-doors, walking for exercise.

References

Full business and professional references furnished on request.

EXECUTIVE BOARD MEETING AGENDA

MAY 17-19, 1985

FRIDAY, MAY 17, 1985

8:30 - 11:30 Reports from Board Activities

Judy - Utah, CTVH
Lee - New York
Kay - Woodcreek
Elaine - El Paso, Austin, AER-Dallas
Eileen
Henry - Leadership Conference, Washington D.C.
Judi

Membership Report - Lee
List of Members

Treasurer's Report - Henry

American Foundation for the Blind - Kay
Funding for Next Year

Plans for Chicago Meeting in Fall - Eileen

National Convention Report - Lee, Elaine
Hotel Arrangements

Overview of Convention Plan - Eileen

Fundraising - Responses from O'Brien
Report on Contributions - Henry

1:00 - 3:00 O'Brien - Status of Fund Raising Efforts

Future Fund Raising - Where Do We Go From Here?
Henry
Gail

SATURDAY, MAY 18, 1985

8:30 - 12 Discussion of Requests of NAPVI Office
Lee - Library

Discussion of Attendance at State-level Meetings

Early Years Committee

Proposed Budget Effective September 1

1:00 - 5:00 Committee Status and Special Projects
Descriptions of Visual Disabilities - Eileen

Hint Book - Mary Lou

Membership - Special Honorary Plaque and Gift,
$1,000 Donation

Affiliation - Judi
Structure to Help Affiliates

Information to Board Members - Gail

Nominations - Fay
Consideration of Adding Additional Members with
Multihandicapped Children

California Guidelines - Gail, Diana, Elaine

Coping Materials

Grandparents

List of Lists

Newsletter

Advisory Technical Board

Publicity

Resolution and Policy
Scholarship

SUNDAY, MAY 19

8:30 - 12 Recommended Proposals for Draft Mail Ballot

When they told me that my child was blind,
That he would never see, I said,
"Then I will be his eyes, he'll see through mine,
I'll lead him by the hand and comfort him
As long as I shall live."
As long as I shall live? Then when I die
He'll be twice blinded. No!
My son must not depend on me.
Man does not see with eyes alone:
I must find schools, and teachers who will bring to him
The message of his ears and hands and feeling fingertips.
It will be my task to give him courage,
Love of all living things,
Desire for truth, so that at last
My son may stand alone, serene,
A man, ready for all that life may offer him,
And by his spirit's never-dimming light
My son shall see.

Mary Raymond

NATIONAL ASSOCIATION FOR PARENTS OF THE VISUALLY IMPAIRED, INC.

AMERICAN FOUNDATION FOR THE BLIND
GRANT ACCOUNT, 1984-1985

DATE	PAID TO	AMOUNT	RENT	SECRY	NEWSLTR	PHONE	POSTAGE	SUPLS	ANNUAL MEETING	EXEC MEETING	OTHER CONFS	PRNTG	ADVNCS	BALANCE
														22000.00
JUL 9	JACKIE CARROLL	539.00								539.00			539.00	21461.00
AUG 3	HENRY HEDGECOCK	772.38								772.38				20688.62
AUG 3	PARENT CONSULTANTS	250.00	250.00											20438.62
AUG 3	KEITHA ROBINSON	500.00		500.00										19938.62
AUG24	JACKIE CARROLL	630.07								630.07				19308.55
	CLEAR ADVANCE	-539.00								-539.00			-539.00	19847.55
AUG24	KEITHA ROBINSON	500.00		500.00										19347.55
AUG24	PARENT CONSULTANTS	250.00	250.00											19097.55
OCT 2	KEITHA ROBINSON	500.00		500.00										18597.55
OCT 2	PARENT CONSULTANTS	250.00	250.00											18347.55
OCT 3	FAY COREY	700.00							700.00				700.00	17647.55
OCT10	JEANIE FLACK/AIR	439.00							439.00					17208.55
OCT11	JACKIE CARROLL/AIR	439.00							439.00					16769.55
OCT11	JUDI STOTLAND	369.50							369.50					16400.05
OCT15	JEANIE FLACK	300.00							300.00				300.00	16100.05
OCT15	GAIL GRANADOS	300.00							300.00				300.00	15800.05
OCT16	FAY COREY/AIR	439.00							439.00					15361.05
OCT17	D. CUTHBERTSON/AIR	316.00							316.00					15045.05
OCT17	GAIL GRANADOS/AIR	316.00							316.00					14729.05
OCT22	JACKIE CARROLL	150.00							150.00				150.00	14579.05
OCT31	PARENT CONSULTANTS	250.00	250.00											14329.05
OCT31	KEITHA ROBINSON	500.00		500.00										13829.05
NOV 5	JUDI STOTLAND	352.26								352.26				13476.79
NOV 6	JACKIE CARROLL	197.69							197.69					13279.10
	CLEAR ADVANCE	-150.00							-150.00				-150.00	13429.10
NOV 7	HENRY HEDGECOCK	593.95							593.95					12835.15
NOV 9	GAIL GRANADOS	88.07							88.07					12747.08
	CLEAR ADVANCE	-300.00							-300.00				-300.00	13047.08
NOV21	EILEEN HUDSON	359.02							359.02					12688.06
NOV21	M.L. WILKINSON	268.75							268.75					12419.31
NOV21	FAY COREY	232.72							232.72					12186.59
	CLEAR ADVANCE	-700.00							-700.00				-700.00	12886.59
JAN15	KEITHA ROBINSON	1200.00		1200.00										11686.59
JAN15	PARENT CONSULTANTS	500.00	500.00											11186.59
JAN25	DIANA CUTHBERTSON	83.27							83.27					11103.32
MAR 4	PARENT CONSULTANTS	500.00	500.00											10603.32
MAR 4	KEITHA ROBINSON	1200.00		1200.00										9403.32
APR19	PARENT CONSULTANTS	250.00	250.00											9153.32
APR19	KEITHA ROBINSON	600.00		600.00										8553.32
	TOTALS:	13446.68	2250.00	5000.00	0.00	0.00	0.00	0.00	4441.97	1754.71	0.00	0.00	300.00	8553.32

NATIONAL ASSOCIATION FOR PARENTS OF THE VISUALLY IMPAIRED, INC.

AMERICAN FOUNDATION FOR THE BLIND
GRANT ACCOUNT, 1984-1985

DATE	PAID TO	AMOUNT	RENT	SECRY	NEWSLTR	PHONE	POSTAGE	SUPLS	ANNUAL MEETING	EXEC MEETING	OTHER CONFS	PRNTG	ADVNCS	BALANCE
														22000.00
JUL 9	JACKIE CARROLL	539.00								539.00			539.00	21461.00
AUG 3	HENRY HEDGECOCK	772.38								772.38				20688.62
AUG 3	PARENT CONSULTANTS	250.00	250.00											20438.62
AUG 3	KEITHA ROBINSON	500.00		500.00										19938.62
AUG24	JACKIE CARROLL	630.07								630.07				19308.55
	CLEAR ADVANCE	-539.00								-539.00			-539.00	19847.55
AUG24	KEITHA ROBINSON	500.00		500.00										19347.55
AUG24	PARENT CONSULTANTS	250.00	250.00											19097.55
OCT 2	KEITHA ROBINSON	500.00		500.00										18597.55
OCT 2	PARENT CONSULTANTS	250.00	250.00											18347.55
OCT 3	FAY COREY	700.00							700.00				700.00	17647.55
OCT10	JEANIE FLACK/AIR	439.00							439.00					17208.55
OCT11	JACKIE CARROLL/AIR	439.00							439.00					16769.55
OCT11	JUDI STOTLAND	369.50							369.50					16400.05
OCT15	JEANIE FLACK	300.00							300.00				300.00	16100.05
OCT15	GAIL GRANADOS	300.00							300.00				300.00	15800.05
OCT16	FAY COREY/AIR	439.00							439.00					15361.05
OCT17	D. CUTHBERTSON/AIR	316.00							316.00					15045.05
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APR19	PARENT CONSULTANTS	250.00	250.00											9153.32
APR19	KEITHA ROBINSON	600.00		600.00										8553.32
	TOTALS:	13446.68	2250.00	5000.00	0.00	0.00	0.00	0.00	4441.97	1754.71	0.00	0.00	300.00	8553.32

Lee, Keitha, Elaine!

March 27, 1985

– KNIGHT/LADY OF THE BLIND –

Individual Lions and Lioness can be awarded this status by making a personal donation of $1,000. The donation can be paid over a four year period and will be commemorated by a sterling silver sword tie bar, a knights head pin, and a lady of the court pin. In addition, a name plate denoting knight or lady will be displayed on a large board in the clinic's planned Hall of Fame. These donations will be used to equip the new Mid-South Lions Sight Service, planned for the future.

Why can't we adopt a similar idea? Donation for $1,000 or over is okay, but, could we make it fancier, say

(1) Titled group – Keitha, that's YOUR thing (to name the group),
(2) Receive plaque (wood) with our logo and their name OR would it be possible to have NAPVI jewelry like pin for ladies (logo) and tie bar (logo) for men?
(3) Lifetime membership and publish this group's name in Awareness (until it gets too big – ha! – on a column on the side similar to our letterhead paper
(4) Names to be included on lg. board to be displayed at National Conventions of NAPVI – (Huge board?)

What do you think? Am sure you will come up with many modifications!

Mary Lou

National Association for Parents of the Visually Impaired, Inc.

• support
• information
• service

P.O. Box 180806, Austin, Texas 78718, Tel. (512) 459-6651

Officers
Jacqueline Carroll, President
Salamanca, New York
Elaine Puryear, Vice President
Austin, Texas
Linda Katskee, Secretary
Omaha, Nebraska
Henry Hedgecock, Treasurer
Charleston, South Carolina

Board of Directors
Fay Corey
Pittsburgh, Pennsylvania
Jeanie Flack
Billings, Montana
Liz Hartman
Austin, Texas
Eileen Hudson
Beloit, Wisconsin
Laura Vidal
Queens Village, New York
Mary Lou Wilkinson
Forrest City, Arkansas
Judi Stotland
Los Angeles, California

Executive Director
Lee W. Robinson
Austin, Texas

COPY

February 20, 1985

Mrs. Caryn Stichler
7041 N. 113th Plaza, Lot 417
Omaha, NE 68142

Dear Caryn,

We at the NAPVI office hope the coming year will be a successful one for each of the affiliate groups. One of the major priorities for 1985 is to be of better service to the affiliate chapters. We realize that until now our good intentions have not been realized and that you as a chapter have not received much support or direction from us. We apologize for the confusion regarding affiliation and its benefits and requirements. The purpose of this letter is to provide a clear picture of what we hope will happen for you.

Affiliate Manual: Enclosed is a manual of procedures for affiliate chapters. Included are statements about requirements for becoming a NAPVI affiliate, statement of NAPVI's purposes, a copy of the national bylaws and forms for submitting and renewing chapter memberships. Hopefully this manual will make your job easier. If you have questions please do not hesitate to call collect or write.

Nominations: At the fall meeting of the Board of Directors, it was agreed that affiliates should be encouraged to nominate candidates for positions as board members and officers. In the fall two regions will have vacancies on the Board of directors. These are Regions II (Ohio, Pennsylvania, Kentucky, Maryland, Virginia, West Virginia, D.C. and Delaware) and Region IV (North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Tennessee, Louisiana, Arkansas). Other nominations will be needed for future openings. It is an opportunity for the

chapters to have great impact on the national level and a great experience for the parents who serve to see a wide variety of services and national agencies and programs. We hope to hear from you. The nominations procedures are published in AWARENESS each time a position is vacant.

AWARENESS: We want to give your chapter all the credit you deserve for your efforts to assist parents. The only way we can do this is if you let us know of your activities. Whenever we get reports of past meetings or news of scheduled meetings we try to publish them. This lets your local members be recognized and provides ideas for activities to other chapters and groups. Please send materials to Mary Lou Wilkinson, editor of AWARENESS (500 Laughrun Drive, Forrest City, AR 72335) any time. The deadlines for publication are listed in each newsletter and we will do our best to see that your information is included.

Chapter Updates: It has been discussed that some type of circular be sent to chapter presidents on a regular basis. The purpose of this would be to provide information about national issues and activities and to provide reports of membership, etc. If you think this would be helpful, please drop a note giving us an idea of what types of information would be helpful to you and how it should be formatted.

Renewal: Membership dues for NAPVI are on a calendar year basis. Therefore, early in each year members need to renew their memberships if they wish to continue to receive the newsletter and get other services. Since affiliates do not necessarily meet the first few days of the year, it has been decided that expecting a January renewal by chapters might be inconvenient. Therefore, we ask that chapters send their lists of officers and members along with national dues by March 31. This means that no deletions from the newsletter mailing lists will take place for the winter edition which is published in February. However, deletions based on unpaid membership dues will be effective for the spring edition published in May. Membership renewals are due January 1, and will be accepted anytime after November 1st for the next year; but please be absolutely sure that they are submitted by March 31st.

Membership: You will undoubtedly recall that NAPVI is to share information about who has joined NAPVI either saying they are a member of the local affiliate or as member at large. This give affiliates the opportunity to check their membership lists against the national and to learn of potentially new members that have contacted us directly. A list of members from your state as of

February 15, 1985 is enclosed.

Again, we hope that the enclosed information will be helpful to you. We sincerely want to be helpful and encouraging to your efforts. Please feel freer to make requests if you feel we can be of assistance. We anticipate four new affiliates in the near future. That's great! Your willingness to bear with us during the development of affiliation procedures has made it easier for these new applicants. Thank you for being patient.

Sincerely,

Lee W. Robinson

Lee W. Robinson
Executive Director

Enclosures:

AFFILIATED LEADERSHIP LEAGUE
OF AND FOR
THE BLIND OF AMERICA

Executive Office
2025 "Eye" Street, N.W.
Suite 405
Washington, D. C. 20006
(202) 775-8261

Executive Board

Chairperson
Durward K. McDaniel, Esq.
American Council of the Blind

Vice Chairperson
Jansen Noyes, Jr.
American Foundation for the Blind

Secretary
Elizabeth M. Lennon
Michigan Association of the Blind

Treasurer
George J. Mertz
National Industries for the Blind

Marvin F. Brotman
Friends of Eye Research

Harold P. Broussard
Louisiana Council of the Blind

Rosanna Hurwitz
Audio Reader Network

Grant Mack
Utah Council of the Blind

Dr. R. T. McLean
New Orleans Lighthouse
for the Blind

Dr. Hugh A. Pace
Council of Executives of
American Residential Schools for the
Visually Handicapped

Patricia L. Price
American Council of the Blind
of Indiana

LeRoy F. Saunders
Oklahoma League for the Blind

Dr. George Stocking
Blinded Veterans Association

William S. Thompson
Lighthouse for the Blind
of the Palm Beaches

Donald H. Wedewer
Florida Division Blind Services

Executive Director
John A. McCann, Esq.

Washington Counsel
Robert R. Humphreys, Esq.

May 13, 1985

Dr. Lee W. Robinson, Exec. Dir.
NAPVI
P.O. Box 180806
Austin, Texas 78718

Dear Lee:

We invite your organization to join this unique coalition of organizations of and for the blind. We continue to broaden our base of representation and our collective support of important service interests. ALL respects the autonomy of participating organizations and their special service associations. Decisions are made by concensus and each organization has one vote in ALL's National Delegate Assembly. Through this coalition reciprocal and mutual support can be coordinated in the best interests of service providers and consumers.

A concrete example of coalition action was the filing of two lawsuits against the Defense Department by ALL's Washington counsel because of DOD's contracts with McDonalds and Burger King. The plaintiffs and their attorneys are listed on the back of the second page of this letter. In addition, ALL's Washington counsel, Robert R. Humphreys, coordinates the activities of the Legislative Working Group which meets biweekly and more often as required to deal with legislative and administrative matters. The LWG produces the Information Handbook: Policy Positions on Programs Affecting the Blind and Severely Visually Impaired, which is presented to members of Congress and shared with participants in the National Legislative Advisory Program. The LWG participants are professional staff persons based in the Washington offices of the American Council of the Blind, Blinded Veterans Association, the Association for Education and Rehabilitation of the Blind and Visually Impaired, the American Foundation for the Blind, National Industries for the Blind, and ALL. ALL has been the fund raiser for the litigation and has now established a permanent Legal Action Fund in anticipation of future situations requiring positive or defensive action. A more recent example of concerted action is our collective effort to assure that funds will be appropriated to provide for free matter for the blind and handicapped and for third class non-profit mail.

These are crucial times in work for and with the blind and visually impaired. We are keenly aware of the aggressive threats represented in two lawsuits against the Committee for Purchase for the Blind and Other Severely Handicapped and in anticipated oversight hearings and potential amendments to the Javits-Wagner-O'Day Act. It is imperative that we enlist a broad base of support to protect this successful employment program.

In addition to his other duties, ALL Executive Director John McCann edits ALL-O-Grams, our bimonthly bulletin and has a major responsibility for the developing and coordinating of the National Legislative Advisory Program through member organizations and state coalitions.

Dues to ALL for organizations having an expense budget of less than $100,000 annually are only $100. A complete dues schedule appears below. We urge your organization to join now and to partcipate in our National Delegate Assembly which will be held on June 10, 11, and 12 at the Westpark Hotel in Rosslyn, Virginia, just across Key bridge from Washington D.C. Presently no organization for parents is represented in ALL.

Cordially,

Durward

Durward K. McDaniel, Chairperson

* *

The annual dues adopted by the Executive Board are based on the following schedule:

1. For membership organizations made up predominantly of visually impaired and blind people or organized to serve visually impaired or blind people, multi-service agencies, and workshops with an annual budget--excluding amounts of research grants or costs of goods produced by workshops--

Less Than $100,000	dues are . . $ 100
From $100,000 to $500,000	dues are . . $ 250
From $500,000 to $1,500,000	dues are . . $ 500
From $1,500,000 to $3,000,000	dues are . . $ 750
From $3,000,000 to $4,000,000	dues are . . $1,000
From $4,000,000 to $5,000,000	dues are . . $1,500
$5,000,000 and over	dues are . . $2,000

2. For public agencies, institutions, or schools, excluding sheltered workshops, if annual expense budget is under $5,000,000 dues are $100; if annual expense budget is $5,000,000 or above, dues are $200.

3 Sponsoring members are those supporting ALL in the amount of $5,000 or more, which includes annual dues.

Draft 5/19/85

NATIONAL ASSOCIATION FOR PARENTS OF THE VISUALLY IMPAIRED, INC.

Budget Information

	1984	1985	Proposed 1986
Office Rent ($250.00/month; estimated increase to $270.00/month)	$ 3,000.	$ 3,000.	$ 3,240.
Secretarial Assistance (1/2 time at least 20 hours/month; estimated increase to $650.00/month)	6,000.	7,200.	7,800.
Newsletter (4 issues)	3,200.	3,900.	3,900.
Telephone:			
National Office	1,400.	1,800.	1,800.
Board Members	0.	500.	500.
Postage:			
National Office	1,500.	2,000.	2,000.
Board Members	0.	300.	300.
Office Supplies	300.	500.	500.
Fundraising	2,800.	2,800.	3,000.
Annual Meetings	5,700.	6,500.	6,500.
Executive Board Meeting	1,500.	2,000.	2,000.
Conferences	3,000.	4,500.	4,500.
Printing	1,700.	1,000.	2,000.
TOTALS:	$30,100.	$36,000.	$38,040.

Income

American Foundation for the Blind	$20,000.	$22,000.	$24,000.
NAPVI	11,000.	14,000.	15,000.
TOTALS:	$31,000.	$36,000.	$39,000.

5/17 NAPVI Exec Bd. meeting

O'Brien Report

50 proposals

Doherty Fdn, Beeville, TX $4200,00 InFORMation Journal letters w/copy for Bd at least same amt) → 3 yrs.

Vaugh Fdn also. ℄.

neg Rs 2u — c 12%. ⌣ resubmit.

⌣ circulate list to NAPVI Board ∪ fdns that) given to NAPVI.

membership drive = need minimum contrib ∪) above dues.

have ∧ ⌢ ⌢ long-range.

) brought _ 1324.80 as extra contrib 2 mbrshp renewal.

convention ads? → contract out; NAPVI) manpower to do it.

Judy's brother → ad book; / split 50-50

Texas Assoc ∪ Assoc Execs = guidelines ⌢ ⌢ together conventions.

shd Lee join x

plan ⌢ → ⌢ in at least or $20,000 (end ∪ yr.

Trust Dept _ local banks = ✓) brochures ⌢ NAPVI

Use of Afb name ∘ u ⌢ x

5789
4200
9989

membership: 3 mos ahead ∪ ⌢

no corresp 2u — ∘ affiliate CA WPa

22% new members 78% renewal

Region III Joan Johnson, MO

Region VI Kate Adrich, CA

✓ Catering coordinator
✓ Registration coordinator
✓ Packet coordinator
✓ Program (printing) coordinator - ~~Judi~~
Program advertising
✓ Donor/sponsors
✓ Program Committee (content) - Elaine, Henry, Diana, Gale
✓ Media coordinator
✓ Door prizes
✓ Essay contest
Awards committee ?
Banquet entertainment ?
✓ Map + photographs
✓ Volunteer coordinator ← regs O+M
Recreation ? & flap trip ?
Raffle coordinator
Program Committee - Eileen, Henry, Diana, Gail Chris Tompkins Frank Ryan

Local arrangements committee

✓ Resolutions committee
Public Relations committee
media coord.
audio-visual coord.

Activities

2 $2500

4 5000.

8 speakers $35,000. $65 x 500 food = ~~$32~~ $32,500

microphones, av equip = 2500.

vtr and otr project = 4000

10 awards $1000.

12 speakers $6000.

raffle 500.

total = 89,000

parent scholarships $1000

travel 550.
regis. 125.
lodging 165.
other meals 60.
} 900

	Activity	Projected Income	Projected Expense	Expense w/Salary
2	Publicity - news release		2500.	3125.
3	Exhibits	~~20000~~	13,333.	
4	Flyer		5000.	6250.
	Food		32,500.	40,625.
	Registration packet		2500.	3125 ~~3125.~~
	Registration fee	56,250.		
5	Program / Ad book	~~20,000~~.	~~8000~~ 3	8000
6	Donors / sponsors			
7	Transportation			
8	Speakers		35,000.	43,750.
	A-V equipment		2,500.	3,125.

	Income	Expense	Expense w/ Salary
vtr + atr project	?	4,000.	5000.
10 awards		1,000.	1250.
12 major speakers		6,000.	7500.
raffle	?	500.	625.
	62,917.	~~91,500.~~ 91,500.	114,375.
	96,250		135,708

39,458
~~25,583.~~
~~26,083.~~

25% of 91,500 = 22,875

20 hrs x $4 x 52 = 4160 (18% 4.5%)

18,715. Exec./Conf. Director 1559.58/mo (12 mos)

↳ 52% 1039.72/mo (18 mos)
20.5%

Separate petty cash fund created to pay for suppl clerical personnel. $350.00

Kreuber
Freedman
Nolan
Schottberger Ward
Mack Hagstamp
Cahill

not members

no newsltr) non-dues payers
—— a) publicity

+	NAPVI	771	
		800	
+	Affo	8553.	
			10,124.
−	rent	1000.	
−	secy	2400.	
−	newsltrs	1650.	
−	phone	528.	
−	pubs.	800.	
		250.	
		200.	
−	travel	1300.	
−	Judi	730.	
−	postage	690.	
		800.	
−	mtgs	150	10,348.

5789. Rcpts = 723.63/mo
= 8683.50/yr

1984 income 18,199.
− 5,000. outgo
− 3,500. Affo
9,699.

NAPVI EXECUTIVE BOARD MINUTES

May 17-19, 1985

The meeting of the Executive Board of NAPVI was called to order at the National Office, Austin, Texas, at 9:01 a.m. on May 17, 1985. Officers present were: Elaine Moses, president; Eileen Hudson, vice president; Henry Hedgecock, treasurer, and Judi Stotland, secretary. Also present were Lee Robinson, executive director and Kay Ferrell, AFB liaison.

Elaine Moses stated that the primary focus of this meeting would be the national convention proposed for November, 1986 and the budget for next year.

Board Member Jeanie Flack has moved, and can be reached at P. O. Box 23332, Billings, Montana 59104, and by phone at (406/245-7139).

Judi Stotland reported on a very successful Utah area meeting despite severe weather and storm warnings. Grant Mack of ACB was most supportive of Jeanie. By the end of the meeting, several people had come forward to serve as officers of a local parent group, and had set the next meeting date. Even as Jeanie moves out of the area, there were several strong parents who, with support, have the potential of becoming a NAPVI affiliate.

Judi Stotland attended the California Transcribers and Educators of the Visually Handicapped (CETVH) Conference in March in San Francisco as their keynote speaker. The theme was "Parents and Professionals Working Together." Many people attended and the speech was very well received. Plans had been completed to host a NAPVI cocktail party in honor of Dr. Lowenfeld and to present him with a plaque. However, the plaque was lost in the mail. Later, a tracer was put on the materials and it was determined that they were at the

hotel. Dr. Lowenfeld stated that he appreciated the award and will be happy to get it when it is recovered. The party was well attended by parents and key professionals.

Lee Robinson reported on the New York Area Meeting in Queens. Speakers included Dr. Joan Chase, Professor of Psychology at Rutgers University, Chia Zubizaretti, a physical therapist at the John F. Kennedy Center in New Jersey; Dr. Laurence Gardner of Columbia University, who spoke on low vision and Karen Luxton of Baruch College who spoke on computers and the visually impaired.

Pauline Moor and Laura Vidal received plaques. Fifty-two people had lunch, and others were there as well. Lee Robinson expects three groups to be candidates for affiliation from this meeting: North New Jersey and two New York groups. Coordinators were identified. The Queens Lighthouse, while expensive, was a good location. Publicity was slow in reaching potential participants due to delays with the U.S. Post Office. Lee stated that Diana and Gail did an excellent job of conducting the meeting.

Elaine Moses reported a meeting at Woodcreek, (in Wimberly, Texas) which followed from the Leadership Conference, and Anne Corn, a coordinating committee on transition needs. Elaine went as Region 13 Representative; Lee represented NAPVI. The Austin group is growing, as is one in Central Texas.

Elaine also attended an evening parent meeting in El Paso, where the program was attended by about 25-30 parents. This group should eventually affiliate as there have been requests for 30 information packets. Olivia Shoenberger is identified as a major motivator for this group.

AER held a meeting in Dallas attended by 200. Elaine and Lee were panelists on the program.

Henry Hedgecock reported on the Transition Conference in Washington,

D.C. Twenty-seven states and the District of Columbia were represented; other states will meet next year. Participants recommended changes for next year. Highlights among presentations were the El Paso enclave and the Virginia's job-site presentations. The Transition Concept is already catching on. There was great recognition of NAPVI. The subsequent area meeting had five parents. Henry stated that the area meeting material didn't go directly to the parents.

Eileen Hudson's report of Washington Area Conference: Not a huge success, but Jack Hazekamp is an excellent speaker. Washington, D.C. would like to affiliate; the Novaks, originally from California now living in Philadelphia, want to start a group, and the New York parents also showed an interest. At the Transition Conference, Eileen was a reactor, which she enjoyed because the presentation matched her child's experience. She was impressed with the Transition Parents' reaction to NAPVI. Ohio, North Carolina, Washington state, and Florida are most interested. Tom Auletta (Florida) is willing to be and would make a good board member. A follow-up letter over Eileen's signature is suggested to all Transition parents, saying, e.g. "I met you in Washington, D.C. Can we assist you with materials, etc. for forming a parent group in your area?"

Judi Stotland reported an AFB workshop in Las Vegas that she did with Kay Ferrell due to the illness of Eileen Hancock. It was a wonderful opportunity for very isolated V.H. parents (e.g. my town is the stoplight between Reno and Las Vegas). Reach Out and Teach materials were presented and eagerly received. There were two requests for forming NAPVI Chapters, and Sunrise Hospital, the only neonatal facility for Nevada and parts of Arizona and California, now exhibits a NAPVI membership display, as does the State Department of Rehabilitation office.

Henry Hedgecock received a call from Diane Chase of the Library of Congress stating that funding for Free Matter for the Blind and non-profit bulk mail are in jeopardy, and requesting that we write newspapers in support. The loss of funding for Free Matter would create other hardships, such as transportation costs for adults to a post office to pay postage. The Hedgecock's son has written in favor of Free Matter as necessary for his library privilege. Lee Robinson called Washington and reports that $832,000,000 has passed the House Committee and 1,000,000 passed the Senate as of 5/16/85. There will be a conference committee after Memorial Day.

With regard to attendance at affiliate and regional meetings, Henry Hedgecock suggested piggybacking on other conferences; Lee suggested fewer conferences.

There was a proposal from the Affiliated Leadership League of and for the Blind of America (ALL) that we join. Lee Robinson suggested Durward McDaniel attend the November Board Meeting to present this.

Eileen Hudson said there is an established Chicago group, and a response from teachers in the Northwest Suburban Special Education. They are holding their annual State Vision Institute and wish to include parents on 10/24-25/85. AFB Regionl Representative Robert Esposito recommends piggybacking on this meeting. The contact is Leslie Williams and the Illinois School for the Visually Impaired Preschool Institute. Kalamazoo, Michigan, has its AER conference 10/22/85 and asks NAPVI to attend. They feel local parent affiliation is likely from this. There are timing conflicts for AFB reps, so that support would be missing. Eileen will pursue both meetings. Lee could go and Eileen will ask Joan Johnson and either Linda Katzkee or Fay Corey. Henry Hedgecock underlined the importance of utilizing former board members whenever possible.

CONVENTION REPORT

Elaine Moses and Lee Robinson visited two hotels in Dallas and one in Ft. Worth to see what they offer for the national convention. They selected the North Park Inn in Dallas. It is surrounded by shopping and restaurants of all price ranges. It's not fancy, but a nice family hotel. Rooms will be $50, single or double.

Use of Naman and Associates to coordinate was recommended by AFB Regional Representative Judy Scott.

Lee Robinson attended a CEC workshop on holding conventions and we are paralleling their recommendations.

We need to set policies on date, costs, etc., on hiring professionals to do a tradeshow or do it ourselves, and on hiring professionals to sell the adbook/program or do ourselves.

Judi Stotland proposed funding a parent's trip to the convention for work on the meeting rather than hiring professionals.

It was discussed not to have alcohol or cigarette ads, but recommended that we just control for tastefulness.

REPORT FROM FUNDRAISER SHAUN O'BRIEN

Last time we reviewed which organizations would be contacted. Around 50 have been contacted so far. The Dougherty Foundation of Beeville, Texas sent $4,200 for publication of Your Child's Information Journal. Mr. O'Brien stated that we can count on this or more for the next three years. There is a "brother" foundation, the Vaughan Foundation, which is likely to give us as much as $2,500.

There has been only a 12 percent negative response, which means that a

number of foundations have not yet taken action. They may only meet December and July of each year, and we were too late for December, 1984. O'Brien will reapply to those who turned us down and apply to new foundations. He stated that it is time we broadened outside of Texas and Gail is suggested to assist us in Connecticut. Parents are needed to call or write a letter. Personal appeals make a difference. It is helpful if there is a connection, or if 20 parents write a letter, and three individuals visit. O'Brien will circulate a national list to key NAPVI reps of foundations and their current boards that have a 5-year history of giving to the visually impaired to see if we know someone.

We must allocate portions of income received for future printing, fund raising, and operational costs. Lee needs to respond to the Dougherty Foundation that funds received were used for purposes so designated, and a copy of the Journal is to be sent to each Foundation board member.

O'Brien discussed NAPVI'S decision against using 5-letter mail solicitation of its members for fund raising. O'Brien feels that the mail solicitation should continue in all organzations that raise funds to include in information sent to foundations. Pros and cons were discussed regarding the mail solicitation. Other fund raising efforts have been introduced. Lee Robinson stated we added a contribution line to the renewal form and $1,325.80 has been received. Our current newsletter has a lead article on giving.

O'Brien was asked about an adbook. We don't have horsepower to sell ads; he suggests contracting out sales. O'Brien will send pricelists from adbook of charity he supports. Suggests Texas Federation for the Blind could sell ads, perhaps for 50% percent of profit.

O'Brien will help contact businesses about their underwriting convention

functions, if we will break it into components, e.g. cost per speaker, banquet costs, etc.

The Texas Association of Executives has outlines on how to manage conventions. O'Brien suggests that Lee join and we can invite their participation in our November board meeting.

O'Brien predicts another $20,000 in donations before the last quarter of this year.

Members could put an educational piece about NAPVI to banks having Trust Departments. It should include a NAPVI holder and convention updates. Trust officers often manage charitable contributions as tax write-offs for their accounts.

Possible speakers were discussed for the National Convention. Luci Johnson Turpin was one of them.

Financial Report: We spent more than we took in (about $18-19 difference from last year at this time). A lot of money went into publications, but we ordeed a lot more materials and $875 newsletter is included. Travel line incudes local mailings and printing for the New York meeting. Contributions received were $100 from Henry Hedgecock's uncle and $500 from the New York meeting. N.Y. bills are still pending. No AFB money is included here and publication costs usually were sent to AFB.

Kay Ferrell stated that $8,553.32 left over for this year's grant will be turned over to us.

Current membership is 568. AFB account has only been used for travel for executive and annual meetings, rent and secretary.

One travel advance has not cleared. Kay Ferrell will check with AFB accounting to see if check was cashed, and Henry Hedgecock will follow up on collections if the money is due us.

Elaine Moses requested that financial report categories correspond to proposed budget categories for ease of comprehension. Pending expenses for this budget year are: rent for four months, $1000; secretary, $2,400 and phone averaging $100 - 150 per month. Not all travel expenses have been cleared.

We had printed an extra 200 of "Why Join NAPVI?" We propose another 1500. We need more Parents to the Rescue and envelopes.

Kay Ferrell, Diana and Gail did an excellent speaking job at the New York meeting. There was an outstanding response to slides "Your Rights as Parents " (NAPVI has a copy). AFB has placed $24,000 for NAPVI in its proposed budget for next year, thanks to Elaine Moses and Lee Robinson's excellent reports and requests.

Lee Robinson reports that Alan Dinsmore contacted him. Federal funding for special education is now down to 8 percent, state is 40 percent, rest is local. We should be working on state legislatures about what services should be available. This material exists in California Guidelines and Reach Out and Teach's section on law. Alan D. suggests maybe an AFB-NAPVI co-publication of pertinent parts for parents and legislators.

Eileen Hudson and Henry Hedgecock are on the agenda of the AFB Early Years Advisory Committee Meeting in Atlanta this coming week to request funds from AFB for the convention. Suggestions: front-money, speaker fees, parent attendance "scholarships."

Henry Hedgecock asked if we can omit mention of AFB's NAPVI support when we solicit certain companies where it would not be to our advantage to report the sponsorship? Answer: Yes.

Executive Board requests placing discussion of a newsletter supplement similar to "Why Join NAPVI?" on the agenda for the November meeting. The

next Transition Conference is New Orleans in January 1986.

Membership: Lee Robinson stated membership is 568 - ahead of last year by three months. No affiliate has submitted renewal forms. Lee Robinson stated California has only four members so far this year, and he assumed they were being held for affiliate renewal submission. Judi stated that she felt that there was confusion among the California members. Some were joining only NAPVI or CAPVI when they thought that they were joining both at the same time. The Executive Board authorized a letter to all California NAPVI 1985 members stating that if they wished to maintain CAPVI membership, they need to send an additional $5 to Patty Glennan.

Judi Stotland requested centralized NAPVI billing include amount for affiliate membership renewal to avoid this problem. The membership committee will review this and it will be an agenda item at the November meeting.

Convention: Naman and Associates returned signed copy of contract for 11/5 - 11/8/85. A $50 room rate is guaranteed, single or double, children free. Meals are still open to negotiation. They offer a complementary margarita hour in connection with the trade show, and five complementary rooms for three days, and a conference room for the next board meeting. Also offered is six complementary nights for preplanning.

Is the hotel geared for the handicapped? It is wheelchair accessible with no evident barriers. Elevators, etc. should be brailled, menus brailled, and arrangements made for individual orientation. Margarine Beaman is to be contacted to coordinate these services.

The Executive Board reviewed and changed a draft of the General Plan of the Parent Conference. The revised draft and budget is attached, and minutes will only reflect comments not included in the draft.

Discussion led to the possibility of having an essay contest - a topic

that can provide material for newsletter. Judges or categories suggested: one parent, one professional, one child. We could use a free room as a prize.

For the trade show, hotel provides table and tablecloth drapings. We would need to have space dividers and signs as well. There is a motion to contract the tradeshow to an outside professional for no more than 2/3 income. There is a reccomendation to charge $400 per space with no breaks for non-profit organizations. The possibility of a free poster section for nonprofits, and formal vendor presentations during the conference meetings were rejected. A board member must be designated to work with the tradeshow, even if the Board votes to hire an outside organization.

Henry was asked to establish a separate account for income and expenses of the convention.

Kay Ferrell suggested placing a bulletin board on display with Polaroid pictures of each convention attendee, with name and place of origin.

The flyer needs an art designer.

Registration will need computers at convention for registration: refer to O'Brien to ask Apple for a loan.

Parents and friends in the local Dallas area must be involved very early as part of the program committee to develop local donation for adbook and underwriting convention events. Setting up a Local Arrangements Committee will be the responsibility of Lee and Elaine and will require a trip to Dallas.

Judi Stotland suggested a raffle. Anyone selling 150 tickets should receive a chance at a free room and airfare for the convention.

Plastic folders for convention packets would cost $2-3 each; O'Brien

could possibly find funding for these.

Recommendation to add to next year's budget the cost of a modem. ($500, including software).

The Executive Committee "brainstormed" suggestions for Eileen Hudson's Program Committee. We must be sensitive to addressing the diverse needs of families having multihandicapped, low vision, totally blind, preschool, and "transition-aged" children. In line with convention title, Thursday workshops could be centered around themes such as "Ourselves"; Friday, "Our Children"; Saturday, "Our Friends."

Suggested for Thursday "Get Acquainted" break (10:45 - 12:00) is to group attendees by geographical region. Friday's 9:45 - 10:15 break could be by child's visual diagnosis.

Add to Friday's suggested topics, "Motor Development."

Judi Stotland suggested we have an Alphabet Soup Contest. Each conventioneer would receive in their packet a list of acronyms (e.g. AFB, IEP, etc.). The first to decode the entire list (with as much help as they can get) wins.

It was suggested to include in the first session a summary of existing NAPVI resolutions and include in the closing session an opportunity for the convention to vote on new resolutions proposed by the convention members.

Judi Stotland suggested that we allow an opportunity for collateral meetings on Wednesday night.

We should solicit sponsors for a reception Wednesday night, or have a cash bar.

We propose to allow the exhibits to be open 11/6/86 from 11:00 a.m. to 7:00 p.m.; 11/7/86 from 8:00 a.m. to 4:00 p.m.; and 11/8/86 from 8:00 a.m. to 2:00 p.m. Saturday is at the option of the vendor.

Parents should act as moderators of every session.

The Program Committee needs more information about potential speakers.

The Program Committee needs to add members, including non-Board people. Chris Thomkins is recommended.

The NAPVI newsletter should list professional members who have joined NAPVI with thanks for their support.

The Executive Board recommends that speakers be obtained at no cost, if possible, and otherwise for cost of airfare and one night's hotel.

Lee suggested we obtain a plaque that could be used as a display at meetings with names of all special award winners and one with names of all offgoing board members for national office.

It was suggested that the national convention is a most appropriate time to formally honor Bill Gallagher and Susan Spungin for their support in starting NAPVI.

Having a cash bar at the banquet was rejected by the Executive Board, and referred to the Program Committee for further discussion.

We need "front money" of at least $20,250.

Judi Stotland voiced a concern about the ability of parents to afford a trip to this convention. Every effort should be made to locate funding sources so that parents may be able to participate.

Lee Robinson commented about how much more additional work will be required of the national office in order to organize the convention. He said the current rate for a full-time secretary is $13,000. It was suggested, however, that clerks could be hired at $4-5 /hr. part-time as needed. Henry Hedgecock moved that not more than $350/mo. be allocated for this purpose. Kay Ferrell suggested that we need to pay Lee or someone else to act as the Conference Director. Henry Hedgecock suggested a total salary between now

and convention of $18,500. 25 percent has been added to appropriate convention cost estimates to cover the costs of the above salaries, pending Board approval.

Eileen will contact celebrities for possible attendance at convention.

Lee Robinson is renewing our provisional tax exempt status which is due to expire in August.

Clerks and Convention Director need to be hired on a consultant basis. There are four possible payment schedules for Convention Director: a) breaking down activities into "projects"; b) monthly; c) pay as grants are received; d) on a workload basis, i.e. some months (weeks) will require more time and effort than others.

If vote #10 passes, Lee Robinson will establish a separate petty cash fund for paying clerical personnel of $350/mo., renewable by submission of employment receipts.

Lee Robinson asked the Board for a procedure for requests for a NAPVI position on an issue. The Executive Board recommended that such proposals be circulated by mail to the Board. Any member can respond with an objection, which also should be circulated by mail. If time is of the essence, the President will call. If there already is a resolution clearly spelling our position, a response can be sent directly.

One such letter, regarding soliciting the National Library Service to create more large-print editions for young children, will be circulated with these minutes along with concerns regarding support of this specific issue.

A discussion was held on how to decide what meetings should be attended by NAPVI representatives at NAPVI expense. Henry Hedgecock suggested each regional representative can attend one meeting per region at their discretion. After the national convention we can return to workshops.

Judi Stotland received a call for papers for AER national convention, and suggested we offer a parent panel, "IEP's: a View From the Other Side of the Table" as having been very successful at CTEVH. Elaine Moses selected Eileen Hudson to attend this convention and offer workshop.

Lee Robinson suggested that the national meetings of AER, APH, and ACB should be attended for NAPVI visibility. Judi Stotland suggested attendees be rotated among the Board. NAPVI Board members should ask the following when invited to a meeting: 1) What will you do to assure parent attendance? 2) Can I hold a reception/meeting for parents using your meeting room at some point during the convention? 3) Can your organization help with the costs of my travel, etc.?

Other committee reports: Descriptions of visual disabilities - no progress. Hint book - not a lot of response from newsletter. Mary Lou asks for other strategies, e.g. a contest. Judi Stotland proposed hints as the subject of the convention's essay contest. Membership - Mary Lou suggests an honorary plaque for donors of $1,000 or more. The first plaque(s) could be given at the convention. This will be on the agenda for our November meeting. Specifies of the plan need to be circulatd in advance of that meeting. Jeanie Flack reports there are misunderstandings about who can join NAPVI. This will be restated in a separate NAPVI article followed by a list of professionals who have joined. Kay will write article. The article can also highlight grandparents, etc.

Stewart Lurie, brother of Judi Stotland, was contacted reqarding his expertise on adbooks. In his opinion, if we hired professionals we would only profit 10-20 percent after printing and layout costs. He strongly recommends we have parents sell ads. He has offered to donate his expertise to NAPVI, including composing letters and structuring a reward system for

parent-sales (e.g. free banquet). With parent sales, our profits will be in excess of 50 percent. Stewart Lurie would only want reimbursement for out-of-pocket expense, e.g. if the board wanted him to travel to Dallas for a meeting.

The Executive Board discussed utilizing these services. The national office could solicit major companies, and parents in Dallas and Ft. Worth could handle local solicitation. It was suggested to include in the adbook a list of individual donors. Judi Stotland suggested listing "jewels" - our children - for $10 each. We could also have a patrons' listing for $25.

Problems with affiliation were raised. There is a need to clarify Linda Katskee's role on the committee, and to be sure there is a committee chairman. The following people have requested information on affiliation, and should be followed up by a member of the committee: Nancy Novak, Pennsylvania; Jerry Lynch, Minnesota; Dwaine Wild, Louisiana; Billie and Barb Byrd, North Carolina; Lois Hart, Washington State; Jerry Watkins, New Mexico School for the Blind; parents from Las Vegas and Albuquerque.

Affiliate renewal packets were mailed to affiliate presidents. Judi Stotland requested that in the future CAPVI packets be sent to the membership chairman.

Fay Corey expressed concern via phone conversation with Elaine that parents of multihandicapped/visually impaired be represented on NAPVI's board. It was pointed out that Joan Johnson and Diana Cuthbertson can represent parents of multihandicapped, as can Tom Auletta, a potential board member from Florida. Many other important constituencies are also unrepresented at present, e.g. some minorities. The Board must deal with nominees and their qualifications as they are received.

California Guidelines - Gail Granados and Elaine Moses reviewed and

would suggest that states tailor the guidelines to their laws, or that there be a national effort. Lee Robinson wants to send the Guidelines to parents who ask for information about laws, continuums of service and funding. Judi Stotland suggested a Table of Contents referring to parts of special interest to parents. Lee Robinson suggested that the guidelines be assigned as a committee project for publication. Judi Stotland suggested that Jack Hazekamp be invited to serve on that committee.

Fay Corey via phone conversation suggested that humor be injected into the coping materials.

No report for grandparents project or list of lists or publicity.

Fay Corey congratulated Mary Lou on the professionally produced newsletter. Mary Lou wants it available on cassette. Cardboard mailers are 35 cents and cassettes are at least 67 cents for 90 minutes. Visually Impaired Veterans (VIVA) have a tape duplicator and Recordings for the Blind can do a master. We could provide the first tape if recipients will return them. Judi Stotland asked about Spanish-language edition. Laura Vidal had once offered to translate. Lee Robinson sugested we begin with one Spanish article per newsletter. Lee Robinson will put ad in newsletter about tape availability.

The advisory technical board committee needs name suggestions.

We believe NAPVI already has a confidentality policy; Elaine Moses will try and locate it.

Henry Hedgecock reported on proposed scholarships. We could designate either a V.I. college-bound student or a person entering the field of teaching V.I., or both to receive the scholarship. We will need a screening committee to determine the recipients.

May 19, 1985 8:44 a.m.

The budget for 1985-86 was developed, and a copy is attached. Lee and Keitha may move their office which means his costs will rise, and NAPVI's cost may need to increase proportionately. Lee Robinson asked that part of secretary's salary be allocable to hiring clerical assistance. A contract for secretarial services could be made with Keitha's Typing Service to accomplish this.

Lee Robinson suggested we need fewer newsletters since we no longer mail to nonpaying members. Henry Hedgecock pointed out that since the per unit price goes up as the number of copies go down, we might as well continue the same number of copies.

The excess funds from the $4,200 we received for printing will go in a reserve fund toward our $20,000 fundraising commitment. Henry Hedgecock will put it in a C.D.

Conference budget includes that one per region discussed earlier, as well as the Chicago parent workshop, and AER regional meetings in California, Arkansas, Virginia, and Tennessee.

There was a discussion of the difficulty of getting mailings through the postal system in time for conferences. Lee Robinson stated he will mail earlier, expecting an up to 20-day delay as has been the case or, as necessary, mailing first class. Judi Stotland suggested separately mailing one copy of flier so that if there is a large delay, material could be reproduced locally.

Last year we had a good supply of printed materials at beginning of the fiscal year. This year we need Take Charge, publications list, "Why NAPVI?",

and envelopes and letterhead. Judi, Joan, Kate, Gail and Diana also need business cards. AFB now has brailled business cards. New letterhead will be ordered as new board members are connected. Since there will potentially be new board members annually, Lee will produce a limited amount of letterhead with current board for immediate use.

We need a total of $38,040 for coming budget year, with an expected AFB grant of $24,000. We need to raise an additional $15,000 to cover costs. Any overage on income from this year (if any) other than reserve for fundraising will carry over to F.Y. 1986.

Circulated budget shows actual 1985 expenses plus projected costs to close of this fiscal year, as well as projected 1986 figures. There will be a projected excess of expense of $2-3000 over income.

The Board feels that creating a lifetime membership plaque could generate increased contributions.

Eileen Hudson will include in the letter to parents who attended the transition conference, a request for articles (personal experiences, etc.) for "Why Transition?" special publication.

In reviewing the conference draft, the following were noted. Add to the vendor list, USABA, Discovery Toys, and Low Vision Specialists. Henry Hedgecock suggested seeing if airline will give cash contributions in lieu of complementary tickets. There will be three separate raffles: one for door prizes at convention, one for sale by the membership; a third for convention trip for those who sell 150 or more tickets. Any tickets received without funds should be considered null and void. We will need to print at least 100,000 tickets.

An assignment list is attached to the conference draft with suggested people for NAPVI Board review and discussion.

There will be a significant loss if the speakers all cost us, and if we do not get a lot of donations.

The November 1985 meeting is to include then current board and Jackie Carroll, and immediate outgoing board members. Registration forms will be submitted for evaluation at November meeting. Dallas people will be included in part of our November Board meeting. Lee Robinson and Elaine Moses will establish groundwork with the leadership in Dallas this summer and pitch to full membership in the fall.

Lee Robinson will compose a sample letter for scholarships and send to the Board.

We should have a nonsmoking section at the banquet.

Fay Corey is nominated as social director.

A draft of the proposed flyer designed by Lee Robinson is enclosed for review. Publicity should begin to be released immediately.

Kay Ferrell suggested ribbons on name tags for speakers and NAPVI Board.

Meeting adjourned at 11:44 a.m.

MINUTES ADDENDUM

Dear Board,

On my return flight from NAPVI Executive Board, I sat next to the president of "Consultants in Quality Care", a person who does seminars, etc. for hospitals. She has done tradeshows in hospitals across the country, and states that it is cheaper (and simpler) to rent needed dividers, pay for signs, and pay for set-up without contracting out. She also suggested that we charge per day for the tradeshow as we need to pay per day on rental costs. She feels it should be unusually effective, since it gives vendors an opportunity to contact consumers directly. She suggested we send out letters for bids for the above to local Dallas sources, and we will get all the cross-pricing we need. I propose we solicit this kind of bid before contracting full tradeshow.

Judi

TO DO LIST

ELAINE
EILEEN Refer to Affiliation Committee chair the requests from Washington, Louisiana, Philadelphia, North Carolina, Minnesota and Las Vegas and New Mexico.

JUDI/
LEE Send addresses and names Las Vegas group
Send affiliation packets

LEE Send a follow-up letter to Transition Conference Parents offering NAPVI organizing help and asking for articles for NAPVI Transition Special newsletter.

EILEEN Pursue Chicago and Kalamazoo meetings. Call Jean Johnston and Fay Corey or Linda Katske to attend.

LEE
1. Letter to Dougherty Foundation, and Journals to Foundation Board Members.
2. Summary to O'Brien - amount of contributions received and how many givers.
3. Find out about joining Texas Association of Executives (fee could be voted at conference call if available by then).
4. Business cards for Judi, Kate, Eileen, Elaine, Jeanie, Diana and Gail, Joan.

KAY
H.H. Follow-up on $300 advance.

MEMBER-
SHIP COM.
Review and Develop format/proposal for Affiliate billing to be added to NAPVI renewal billings.

LEE Contact Margarine Beaman to coordinate hotel adaptations (brailling elevators, menus, etc.)

LEE Refer to O'Brien to solicit donations:
1. Polaroid for picture-board.
2. Apple Computer loans for registration
3. $1500 for convention folders.
4. Specific programs and equipment
5. Campbell Soup and or Alphabits for Alphabet Soup Award.
6. Videotaping workshops.

LEE
ELAINE Develop committments from local Dallas parents and friends of NAPVI.

ELAINE Ask hotel if they will extend convention rates over Saturday night.

LEE Send Eileen Hudson a synopsis of the suggested speakers activities and

abilities.
Send awards committee qualifications of nominees.

MARY LOU — Obtain list of professional members and include in next newsletter.

LEE H.H — Renew tax-exempt status.

ELAINE — Check on NAPVI representation at July ACB national convention.

KAY — NAPVI Newsletter article stating who may join - with list of professionals who are members.

ELAINE
1. Assign a "Guidelines" publication committee.
2. Locate confidentiality policy.
3. Check with airlines if cash contributions can be given in lieu of complementary tickets.

LEE — Invite Jackie Carroll and immediate outgoing board to November meeting.

E.M. LEE — Contact with Dallas people and invite to November meeting. Leader meeting this summer.

LEE — Draft new letters of agreement for Executive Director and for Secretary.

THE NATIONAL ASSOCIATION FOR PARENTS OF THE VISUALLY IMPAIRED, INC.

EXECUTIVE MEETING

April 4-6, 1986

Arlington, Texas

The Executive Board Meeting of the National Association for Parents of the Visually Impaired, Inc. (NAPVI) was called to order at 1:15 p.m. Friday, April 4 at the Sheraton CentrePark Hotel, Arlington, Texas, by President Elaine Moses. Voting members present were Eileen Hudson, vice president and Henry Hedgecock, treasurer. Others were Board Member Gail Granados, Executive Director Lee Robinson, Gale Hedgecock and Keitha Robinson, acting secretary. Secretary Judith Stotland was unable to attend.

Prior to the session, the group met with various contractors and persons concerned with the implementation of NAPVI's first National Parent Conference, which will be held November 5-8, 1986. A brief summary of those interviews with representatives of the Arlington Convention Center, the Sheraton CentreParke, United Expositions, Schnieder and Associates, Naman and Associates and the Arlington Convention and Visitor's Bureau, is attached to these minutes. (See Appendix A.)

The Board discussed present business. Eileen Hudson has been notified that a parent group in Illinois is very interested in NAPVI affiliation. A spokesman from that group, Jan Gilson, has invited Region III Board Member Joan Johnson, Mrs. Hudson and Executive Director Lee Robinson to visit their group June 7. The Board discussed several issues: what the procedure should be when those applications come, how to assist a group to get started and how to assist them

with affiliation. It was agreed that when an application for affiliation is accepted is is important to have that regional representative working with that group as soon as possible so a feeling of responsibility develops. The Board decided that Joan Johnson should attend the meeting, upon consideration of the financial feasibility.

NAPVI has also been asked to exhibit April 17 in Ohio and May 7 in Geneva, Illinois. Dr. Robinson said we now have two exhibits and that he is searching for containers for shipping them. This would enable NAPVI to exhibit in various shows without the expense of sending a national board member. The group agreed that the ideal situation would be to find a local parent from our organization to run the booth in that location. Dr. Robinson stated we are getting a lot of requests for conference displays, especially from statewide A.E.R. groups.

As a matter of policy, all Board members attending meetings on NAPVI's behalf should keep all their meeting information collected prior to and during the meeting together in a folder and then send a report and the final file to the national office to be filed and to be documented in the newsletter. Dr. Robinson said such reports also help in compiling annual and five-year reports for funding sources.

Turning to Convention matters, those present discussed contract letters with various speakers. The letter itself needs to come from the national office as a contract-type thing. The matter needs coordination between the program committee chairperson and the program committee.

Discussion was held on paying for that-day meal tickets for those local speakers present during a meal; providing free registration for conference participants if they elect to stay for the entire Conference, paying expenses for those five or six old board members. The group decided that each case will

have to be looked at individually. Many of the Conference speakers' ways can be paid by their own agencies.

NAPVI has received a number of requests from individuals wanting to be presenters. A discussion as to whether to issue a Call for Papers followed, with Program Committee Chairman Eileen Hudson and Elaine Moses both agreeing that conference speakers and programs have been chosen by the Committee for their excellence and that such a call would only be issued as a last economic measure. That issue, along with payment for speakers, was tabled for a later session.

As a part of this meeting's agenda, the Program Committee will fill out function sheets on each general session and each workshop planned. Each function sheet will list speaker information, seating and room arrangements, session seating capacity and audio/visual needs.

Those present discussed the problem of obtaining sufficient up-front money to operate. Dr. Robinson said that the fact that NAPVI already has at least eight committed vendors and money in hand from an advertiser for the program book is good and that right now the Board is beginning to get a feel for food and facility costs.

Henry and Gale Hedgecock have donated two (2) week-long lodging tickets (to be used in December in Myrtle Beach, South Carolina) for a raffle. Dr. Robinson suggested that a set of raffle tickets costing $1 could be attached to each member's second quarter, 1986 newsletter. The drawing is to be November 8, 1986. Eileen Hudson asked that NAPVI make certain the winner was announced in the following newsletter. A final decision on the raffle was tabled to a time later in this session.

Dr. Robinson presented a number of items which have come across the executive director's desk recently. Charitable Giving Associates, an Austin-based fund raising firm, has presented NAPVI a proposal to augment a term-life insurance plan, asking individuals to name NAPVI beneficiary in those policies. NAPVI Fund raiser Shawn O'Brien believes NAPVI is too young an organization to be successful at such a program, although the process can be done. Charitable Giving would prepare mail-outs, etc. The Board requested Dr. Robinson to study the matter further.

Dr. Robinson also distributed copies of the revised exhibitor's contract for the convention, stating that a map needs to be attached showing how to get from DFW Airport to Arlington, as well as a "Welcome."

In other matters, Mr. Robinson said all membership records are up to date. NAPVI has sold over 400 copies of Preschool Learning Activities. Also, the Blind Children's Center in Los Angeles is willing to let us distribute Heart to Heart, and Welcome to the World: Toys and Animals for Visually Impaired Children. A brief discussion followed as to the need to have sufficient NAPVI publications printed for the Conference and for the development of a new resource notebook for parents before the Conference.

Henry Hedgecock gave the Treasurer's Report. (See Appendix B.)

A discussion followed about the necessity for board members to be paid-up members. Mr. Hedgecock stated he feels dues of board members should be paid at the Annual Meeting when the entire Board convenes in November and, if a member is unable to attend that meeting, he/she should be required to submit dues within a specified time limit. The matter was tabled until later in the session.

The meeting was adjourned at 10:30 p.m.

The Saturday, April 5, session of the Executive Board Meeting of the National Association for Parents of the Visually Impaired was called to order at 8:30 a.m. in the Sheraton CentrePark Hotel in Arlington, Texas. Those present were Elaine Moses, president; Eileen Hudson, vice president; Henry Hedgecock, treasurer. Others were Program Committee Members Diana Cuthbertson and Gail Granados, Gail Hedgecock, Keitha Robinson, acting secretary, Lee Robinson, executive director, AFB Regional Representative Judy Scott, and Sherry Magee, NAPVI member from Ft. Worth.

The following projected budget was presented by Treasurer Henry Hedgecock:

PROJECTED 1986-87 EXPENSES

INCOME		EXPENSES	
$26,000	AFB	$2,000	PHONE
3,000	PUBLICATIONS	7,500	PUBLICATIONS
4,500	DUES	2,000	POSTAGE
3,000	GIFTS	$630/MO = 7,560	OUTSIDE SRVC.
36,500	TOTAL INCOME	$250/MO = 3,150	RENT
		250	SUPPLIES
		10,000	TRAVEL
		500	ENDOWMENT
		500	SCHOLARSHIP
		500	MISC.
		50	BANK CHARGE
		34,010	TOTAL EXPENSES

The Board welcomed Dottie Duke, representative of Naman and Associates, convention planners. Ms. Duke said Mr. Naman and Ms. Schneider will be at the Conference to see that all the meetingrooms are set up correctly and that all the sleeping rooms/VIP rooms are in order during the Conference. They will also help with the registration program and packets for participants. Naman will need a listing of NAPVI conference needs, including microphones, programs, audio-visual.

The Executive Committee and the Program Committee spent the morning going through each session, assigning room numbers, working up a needs list for audio, video, etc., and discussing participants for each session.

The Board discussed the issue of conference funding for parents. One particular concern is the Texas parents who could attend but might not be able to afford it. Various creative funding options were discussed, including contacting groups such as Lions Clubs and other service organizations. Dr. Robinson suggested making the list in the NAPVI handbook (see Appendix D) available on a reprint basis to parents. That raise-money list includes having bake sales, garage sales, etc. Diana Cuthbertson stated that it's important to stress the angle that most of us spend money on unnecessary items each day (i.e. new clothes, videos, etc.) and that saving is the best way to raise this money.

The meeting was adjourned at 12:30 p.m.

The afternoon session was called to order at 3:05 p.m. by President Elaine Moses, with Mr. Hedgecock and Mrs. Hudson present as voting members. Others were Mrs. Cuthbertson, Mrs. Granados, Dr. Robinson, Mrs. Hedgecock, Mrs. Scott and Mrs. Robinson.

Detailing of program function sheets continued.

A discussion followed concerning payment of registration fees for the 80 plus speakers for the Convention. Projected revenue from those registrations totals $8,000; is it right to ask speakers to pay registration fees? Dr. Robinson pointed out that it is going to cost an average of $750 per person to come to this convention and extra $250 for an additional person.
He said that in many professional organizations presenters are expected to pay and that he believes that many speakers will be able to have their agencies' pay their registration fees. Mrs. Hudson said that the Program Committee will go through each individual case to decide ability to pay. Tabled.

In a discussion of the Call for Papers issue, Dr. Robinson suggested that the Program Committee could use the General Meeting Room and run several sessions where people presented their papers. They would all be at one time and it would be understood that NAPVI has publication rights to the papers. He suggested the theme "The Best in Current Practice: Papers Related to Work for the Blind." Mrs. Cuthbertson suggested that each presentation be limited to one-half hour for presentation, 15 minutes for questions and 15 for clean up. All papers selected must be parent-focused. It should be announced in the newsletter, with a deadline of August 1, 1986., so that all can be placed in the printed program. For those we have already received, we will write back, telling them we're still accepting applications and say they will be notified after August 1. The Board approved the suggestion.

Dr. Robinson asked the Board for authorization to move the new-member cut-off date from November 1 to September 1, in order to allow new members to receive a fair amount of newsletters and to give them a 16-month period. The renewals would still run from January to December 31, 1986. Mr. Hedgecock moved that dues paid for new members after September 1 be considered payment of dues through the following calendar year. The motion was seconded by Eileen Hudson and passed. Such a measure will now be recommended to the full Board.

Dr. Robinson also stated that the national office has received requests for developing a correspondence club for children and also for parents. He suggested that this could be run in an expanded newsletter.

An item of discussion for the general board is that we use paid advertising in AWARENESS, with the stipulation that the editor reserves final right to approve the advertising, that all advertising be limited to one section and that a disclaimer state that NAPVI does not endorse the product. Dr. Robinson said the issue came up when the American Printing House for the Blind approached him about advertising. Mrs. Cuthbertson and Mr. Hedgecock both expressed concern that the editor might be asked to accept something improper. Mrs. Cuthbertson offered to visit the offices of Exceptional Parent Magazine to determine the guidelines they use in accepting advertising. Mrs. Cuthbertson, Mr. Hedgecock and Dr. Robinson all agreed that, if the guidelines were well stipulated, it could be an excellent means of financing the publication. The decision of acceptance of paid advertising was tabled until the November meeting of the Board of Directors.

Mrs. Cuthbertson commended Mary Lou Wilkinson on the superb quality of the newsletters, particulary the First Quarter, 1986 edition. Dr. Robinson

suggested expanding the number of pages in the newsletter and the Executive Board agreed.

Those present suggested that in the newsletter there needs to be an annual financial report; also, more reports on Board meetings. With regard to the national conference, suggestions for newletter articles were: information about the raffle, the alphabet soup contest and the put-your-child's-name-in-the-Conference-Program-for-$10 effort.

Mrs. Cuthbertson and President Elaine Moses have drawn up a Conference Expense Sheet (See Attachment C) which individuals may use as a fund-raising tool in their communities when they approach others for donations for their conference attendance. Mrs. Cuthbertson stressed the fact that it is important to devote space in an upcoming edition of the newsletter to the fund-raising issue, with special emphasis on the fact that we all spend money every day on unnecessary things and that if we want to attend badly enough, we can save for it.

The meeting was adjourned for the day.

The Sunday, April 6, session of the NAPVI Executive Board Meeting was called to order at 9:10 a.m. by President Elaine Moses with Eileen Hudson and Henry Hedgecock present as voting members. Also present were Program Committee Members Gail Granados and Diana Cuthbertson; Dr. Lee Robinson, Judy Scott, Mrs. Robinson and Mrs. Hedgecock.

Pres. Elaine Moses, noting that Region V Board Member Jeanie Flack, has been out of her region for almost a year, noted the necessity of not only re-appointing a Board Member from Region V, but of setting a plicy which stipulates a specified time limit in which a Board Member may be absent from his/her region in order to continue service on the Board. Mrs. Moses expressed deep regret at having to replace Mrs. Flack, citing her many years of service to the Board. Inasmuch as Region V is having elections in the Fall, those present concurred that it is wise to make an interim appointment. Mrs. Moses will make the appointment after consideration of NAPVI members within the region. Dr. Robinson stressed the necessity of using non-Board NAPVI members to serve on committees and to help as much as possible in all regions.

Turning to other election matters, the Board discussed the proper time to hold an election of officers. Mr. Hedgecock moved that the membership quota on elections be place at 500 parent members. Discussion of this is to be placed on the November Board Meeting agenda.

Guidelines for moderators have been drafted by the Program Committee. (See Attachment E).

The Program Committee has set tentative guidelines for the raffle. If approved during the conference call, it will be held November 8, with prizes the two (2) week-long lodging privileges at Myrtle Beach, SC. The winner will be

published in the newsletter. Ten tickets will be mailed to each member with the Second Quarter, 1986 newsletter; winners need not be present to win. Donation is $1 per ticket. It is not exclusive to members. More tickets may be obtained. The Program Committee wishes it stressed in the newsletter that no transportation to Myrtle Beach will be provided. "Void in states where prohibited by law" must be imprinted on each ticket. Money and tickets should be sent to the National Office. All tickets will be numbered and state clearly "This is a donation." Voting by Program Committee members was unanimous. Mr. Hedgecock said many should be sold at the door.

The Program Committee also considered categories for door prizes to be awarded and offered the following suggestions: tag the chairs and announce "today the number will be"; award prizes to the first person that registered, the one who came the greatest distance, etc., parent with the youngest child, parent with the oldest VI child, etc.

Dr. Robinson discussed the pending litigation with the Crow interests. He has retained a lawyer, Charles Hoehne of Austin, with whom he has an unwritten agreement that the work won't cost NAPVI anything. Mr. Hoehne is willing to take the case on a percentage basis from there on. He has asked for no retainer. Dr. Robinson has asked all Board Members to turn in any expenses incurred by the closing of the NorthPark. (See Appendix F)

The Board also set down guidelines for ad solicitation for the Adbook/Program. NAPVI may keep the proceeds from all ads it sells itself; Dr. Robinson urged all Board members to contact individuals and firms for ads. If NAPVI supplies the art work on any ad (camera ready copy) the organization will get all the proceeds; if we merely supply the name to Schneider and Associates, they get the proceeds. A good suggestion for an ad is to enlarge a firm's

business card/logo; the NAPVI office has an infinite reduction/enlargement copier.

In a final run-through of conference items, the Board discussed the issue of allowing a single day registration. It was determined to set the amount per day at $50. The meals (box lunches and banquet ticket) will not be a part of this) as they are included in the pre-registration price and the various catering firms must have a firm count prior to that day. The banquet ticket price will not be refunded. The Program Committee has asked that the Office provide a typed copy of the function sheets stemming from this meeting to each Committee Member.

Elaine Moses and Judy Scott will spearhead efforts in the Dallas area to solicit parent help in fund-raising and in volunteer support. They have set up a tentative monthly meeting schedule to work on this. Also, Ms. Scott offered the services of the community consultant in her office, Louise Stokes, to work with media coverage and other fund raising items.

Dr. Robinson and Ms. Moses will contact the Arlington Visitor's Bureau again to set up several tours, to be announced in the Third Quarter, 1986 AWARENESS.

The national office has received a few requests from other groups not wanting to pay $400 for a booth but who want to get their information out. Those present felt that these groups should be contacted <u>after</u> October 1 saying that if they can get their materials to Arlington prior to the conference we will put it out on a central table, with the stipulation that NAPVI will not be responsible for this material at any point.

The exhibits will be ended by 5 p.m. Friday evening.

With regard to the registration packet, those present suggested that an evaluation sheet (to be drawn up by the Program Committee) about the conference sessions be included, along with instructions to attendees, a map of the hotel and convention center, restaurant guide, a Helen Keller shopping bag (provided by AFB), freebies from area merchants, a name tag, a NAPVI pen and a writing tablet. Gail Hedgecock is Registration Coordinator and she will be assisted by Mrs. Glenda Patton, Elaine Moses' mother.

A discussion also followed about to whom to award the Outstanding Contribution plaque at the convention. This will need to be an item to be settled during the Conference Call in May. The suggestions included Natalie Barraga, Sherry Raynor, Nancy Akeson and Margaret Blum. Those present noted that Dr. Barraga and Ms. Raynor are both parents of visually impaired children. Dr. Robinson said it would not be unusual during this conference year to award two. It was moved and seconded to name Dr. Barraga and Ms. Raynor as recipients of the Outstanding Contributor Award.

In discussing the Essay Contest (to be published in the Second Quarter 1986 edition of AWARENESS), the Program Committee set down the following guidelines: Kate Aldrich will supervise judging, with Mary Lou Wilkinson as chairman and other non-Board NAPVI members as needed. There will be three categories: parent, professional and child. A 500-word (2-3 page) limit has been placed on the amount written. The winners will be announced and need not be present. "Helping the parent of a visually impaired child" will be the topic. Braille or other acceptible forms of writing will be accepted. Winning entries will be read at the banquet. Entries must be signed and all entries become the property of NAPVI; they will not be returned. NAPVI reserves the right to them publish later.

Secretary Judith Stotland has suggested the Child Name List in the Program. Parents who would like to have their child listed in this commemorative book should send in $10 (per child listing).

News releases about the Convention should be sent to major publications.

The Board has authorized Dr. Robinson to print a sufficient inventory of publications and NAPVI brochures to meet Conference demands.

In other business, Dr. Robinson stressed the importance of all Board members being paid up for 1986 prior to the Conference Call voting, in order to make the proceedings legal.

He stated that he has not yet received the renewals from two NAPVI affiliates, the California Association for Parents of the Visually Impaired and the Omaha Parents of the Visually Impaired. Ms. Moses stressed that it's important to receive these in a timely manner for the following reasons: 1) National Board members cannot vote or serve legally unless they are paid-up current members and 2) newsletters cannot be sent to past members after the first Quarter publication of each year. The Board instructed Dr. Robinson to send a follow-up letter to the treasurers of each affiliate reminding them of the importance of getting dues in on time, thus documenting the national office's efforts to assist and encourage affiliates in this matter. It was also suggested that the Executive Board meet with officers of the affiliates in question at some point.

The Executive Board moved and seconded the renewing of Executive Director and secretarial services contracts and salary with a 5 percent cost-of-living increase for the secretary. The executive director salary and office rent will remain the same. Eileen moved that we renew the contract for office services and Henry Hedgecock seconded.

Treasurer Henry Hedgecock has submitted the budget accounting for 1985-86. (See Attachment B.)

Those present also authorized the setting up of an Endowment Fund, with $500 to be dedicated for this purpose from the Budget. Dr. Robinson said guidelines for the endowment fund must show the purpose of the endowment and must specify the proportion (percentage) of the funds available for spending at any one time and under what conditions they may be spent. The Board also voted to set aside $500 to begin a Scholarship Fund. Both of these matters must be approved by the Board in the May conference call.

It has been suggested that NAPVI make a once a year direct mail solicitation to the membership using a pledge card. Henry moved that this matter be brought before the Board at the November meeting and Eileen seconded.

The Board also authorized Dr. Robinson to contact the Internal Revenue Service in regard to a one-time filing of a form allowing 501(c)(3) organizations to use up to 20 percent of the organization's annual budget for political purposes without jeopardizing 501(c)(3) status. Dr. Robinson said the national office was recently notified it has been granted permanent 501(c)(3) status.

The meeting was adjourned at 12:35 p.m. by President Elaine Moses.

MIKE FOSTER - United Expositions Representative

Carpeting the Exhibit Hall - $960 to carpet only perimeters and $1,334 to carpet the entire thing.

Agreed to use 50 booths instead of 70 and to have a lounge area, either along the side or in the center. If you have it in the center, the exhibitors will be happy but they also like the side.

United Expositions will place the packing boxes out of site or out in their trucks until 5 p.m. Friday.

United Expositions will furnish one 6 ft. booth and 2 chairs for each booth.

NAPVI must decide whether to alternate the blue and gold or which way to decorate; they will use a solid blue backdrop. Tables will be draped in blue with blue on white signs, signs 7 x 44 inches.

All aisles should be designed with mobility for visually impaired persons in mind. Those exhibitors paying the most money should have choice of best booths. Mr. Foster also pointed out that people walk straight down the aisles, they don't go left or right and that its better to bring people through the back way.

United Expositions needs the following information from NAPVI about exhibitors:

1. Company Name
2. ID sign to read
3. Booth number assigned
4. Address of exhibitor
5. Contact person to whose attention contract must go
6. Telephone number

United Expositions will assign a contact person for exhibitors from their office. They need their information about eight weeks out.

Exhibits will close on Friday at 5 p.m. United will not bring out the crates until that time. Mr. Foster said often they tell exhibitors they'll not be in the next show if they leave early. NAPVI should specify that there will be no security on Saturday; Mr. Foster probably will have his men clean up late Friday evening. The Exhibitor Information probably should state "Floor needs to be cleared by 9 p.m. Friday. We cannot go passed 12 noon Saturday."

TED LEWIS, General Manager of Convention Center

GENERAL DISCUSSION OF MEETINGROOM AREA: E_2, E_1, M_{1-10}, podium areas in all rooms discussed.

Signs are available and additional signage has been ordered. "Exit Only" signs are available.

NAPVI has agreed to pay for one-set up only. Additonal set-up must be ordered if needed. Ideally, the convention center needs the room lay-outs two weeks in advance.

The Convention Center will provide one of the meeting rooms as a NAPVI Office; also, we can use the Arlington Suite for the Board.

Health services can be contracted through D & L Security, which the Center uses as the security detail. The guards are uniformed but not armed. The guards work for $9. per hour. One security guard is sufficient for the NAPVI conference, to begin Wednesday at noon.

Services Provided by Convention Center:

Electrical
Telephones: can be ordered through Center. Basic $85 for run of show Center records all calls and prints up bill; 25 cents for local call.
Cleaning: Center will clean the center aisles; United will do the vacuuming; United will vacuum the exhibit booths if requested. Center will clean the rest of the area and take care of all trash.
Audio-Visual Services can be purchased in-house from Hoover, which is also available at the Sheraton. It's okay if we have an outside agency videotape using its own equipment. All Center owned equipment must be operated by Center staff. One mike will be provided in each meetingroom; additional mikes can be put on the floor of each room for participants, although there is an additional charge per mike. There is a line feed in each room for taping. There is not central area which picks up all the rooms but Hoover can work with us on anything we have. The general session room has better lighting than most of the meetingrooms.

Several things that are forbidden by the Convention Center:
No helium balloons (strings get caught in rafters); no stickers

The Convention Center must submit a lay-out map of our Conference to the Fire Marshall. It takes at least a week to get it approved.

CATERING (John Drozic)

Food functions - John Drozic will present a proposal for our two box lunches. He will sell coffee, donuts and milk provided by the Center for the sessions for breakfast, at no cost to NAPVI.

Brief discussion ensued about selling food in competition with the Center. Giving away samples, i.e. health food packets, is not competition.

All that NAPVI or its exhibitors do in the way of impersonalized pens, T-shirts, baseball caps, etc.

CONVENTION AND VISTORS BUREAU - Debra Loyd

The Visitors Bureau can furnish up to 3 people to handle registration, tags, large print typewriters (NAPVI will probably have its logo imprinted onto tags but will use the plastic badge itself.)

The VB will provide a display of collateral brochures on sites near Arlington - to be placed in the registration area.

Registration times will be from 3-6 Wednesday; 8-6, Thursday; 8-5, Friday.

Tours - VB can arrange tours to Dallas for shopping, for sightseeing, to Southfork and to Ft. Worth/BillyBob's/the stockyards. Southfork Ranch is an 8 to dusk type of tour, but the others can be done in 4 hours. If you plan to go to a show at Billy Bob's, you must be there at 10:30 p.m., which is too late for a bus run, which ends at midnight.

The VB can charter buses for us, but we will be invoiced directly from the bus company. One bus company will be chartered for $190 dollars for the first four hours and $30 for each additional hour. The buses are 46 passenger.

It was the general consensus that we run one Saturday night tour to Ft. Worth Stock Yards and two tours on Sunday, one to Dallas/Shopping and one to Dallas/Sightseeing.

HELEN SCHNEIDER - Schneider and Associates

Ms. Schneider brought a rough of the adbook/program, which will again feature the picture of Jeanie and Kenny Flack. It will be a 36-page program and one ad has already been sold to Computer Conversations for one-half of a cover page. (See attached addendum.)

There will be 24 pages of ads; she suggested leaving 8 pages for agenda and other, suggestions of which are:

1. Information on Board
2. Speakers' Biographies
3. Membership information
4. History of NAPVI
5. Tour options following Conference
6. Greetings from the President
7. Greetings from the Executive Director

We would like this book to be a resource book that will be kept and used by parents, so we would like the names, addresses and phone numbers of exhibitors and some agencies to be included.

Ms. Scheider will be contacting local companies, for ads for the book.

Ms. Schneider would like board members to send her addresses and contact people in their locales they do business with who might be interested in buying an ad for the program/book. (See attached.)

Lee said he is also planning to ask for donated equipment for the conference from Apple, Canon Copiers, etc.

TERRY WEEKS - Hotel Catering

Mr. Weeks described his services and will bring back proposals for the two box lunches and for the sit down meal and banquet.

On the sit-down dinners, salads and desserts will be pre-set for time considerations.

The NAPVI contract with the Sheraton specifies a beer party, punch and cookies. The Board would like to change this, and Mr. Laska, general manager, has offered to put out a buffet with a cash bar for $2.00 per person, instead.

NAPVII Financial Report
Appendix B

Checking Account

Beginning Balance 9/01/85	Expenses	Receipts	Balance 7345.67
Plane	674.85	0	(674.85)
Publications	7713.29	2,385.50	(5327.79)
Postages	1345.92	55.50	(1290.42)
Outside Service	4800.00	0	(4800.00)
Rent	2047.23	0	(2047.23)
Contributions	0	13,809.73	13809.73
Travel	6,618.34	102.00	(6516.34)
Bank Charge	7.00	0	(7.00)
Supplies	31.90	0	(31.90)
Dues	15.00	1974.60	1959.60
Misc.	320.60	0	(320.60)
Conference	613.00	530.00	(83.00)
	24,187.13	18,857.33	
Ending Balance 3/31/86			2,015.87

Saving Account & Certificate of Deposits:

	Savings	CD	Total
Beginning Balance 9/01/85	2517.10	7000	9517.10
Interest	324.45		324.45
Ending Balance 3/31/86	2841.55	7000	9841.55

Henry H. Hedgecock
Treasurer
NAPVII

APPENDIX C

(THE FOLLOWING ESTIMATED COST FORM HAS BEEN PRESENTED FOR APPROVAL BY ELAINE AND DIANA, AND SHOULD BE SENT TO ALL SPEAKERS FOR THE CONFERENCE.)

Following is a list of anticipated expenses for those presenting. This may be helpful in soliciting support for estimated costs for attending NAPVI's first National Parent Conference, November 5-8, 1986, Arlington, Texas.

Generally, you are expected to pay gratuities.

Call Delta for half-fare NAPVI discount.

Plane fare to Arlington from _____ _____

Registration Parent $100

Professional $150

(fee includes four meals)

Room (Double/Single Occupancy)

3 nights at 60 $180

Additional Food Costs $ 50

Taxi Fare 12

Name _____

Address _____

City, State, Zip _____

MOTIVES FOR GIVING

Most people give to satisfy some personal need or desire. Knowledge of these needs and recognition of which one applies to a particular potential donor will help fundraisers direct their efforts to a more productive end.

The following are possible needs of donors:

1. People want to belong to worthwhile causes or groups.
2. People want to help perform work that is beneficial to others.
3. People want recognition which comes from the recipient organization.
4. People want to be asked in the right way, at the right time for the right amount.
5. People want a cause to believe in.
6. People need respect from the community.
7. People need to express gratitude for services to themselves or others.
8. People need a sense of immortality or of leaving a legacy.
9. People need to feel powerful.
10. People need to have a return on their investment through tax benefits preventing future costs, etc.
11. People need to provide for their salvation with good deeds.
12. People need to help others in distress.
13. People need to have the 'joy of giving.'

The needs expressed in the above statements are primarily psychological. Perhaps the strongest motivating factor in fund raising efforts is the donor's need to help in the betterment of mankind.

It should be remembered that the key factor is that individuals, corporations, organizations, clubs, foundations, government agencies, etc. do have money to give.

FUND RAISING

I. Sources of funds (39.5 Billion in 1978)

Individual donors	82.9%
Gifts by Bequests	6.6%
Foundations	5.5%
Corporations	5.0%

II. Reasons for Giving (for 1978)
(These seem to have remained constant for the past ten years.)

Religion	46.5%
Health and Hospitals	13.8%
Education	14.0%
Social Welfare	10.0%
Arts and Humanities	6.3%
Civic and Public	2.9%
Other	6.5%

III. Types of Fund Raising Events

A. Annual Campaign

--designed for acquiring operating funds annually with a specified amount as the objective

B. Capital Campaign

--designed to acquire an endowment which will generate operating funds through interest earnings

C. Business Enterprise

--designed to acquire funds through retail sales, unsolicited merchandise, special products or services. Contract work.

D. Project Fund Raising

--designed to accomplish a certain job, such as build a center, develop a brochure, assist with a specified amount, effort or service.

IV. Cost of Fund Raising

A. On the average, no more than 15 percent of the amount raised should be spent for the event. Initial start-up costs may be more.

B. The lack of funds needed to do the job right should never be used as an excuse for doing it badly.

COMPONENTS OF A PROPOSAL

A project usually emanates from the mind of one or more persons to satisfy a particular need. How can we solve this problem? Funding will be required. An idea for the solution to the problem can then be developed into a proposal.

The following components should be included in a proposal:

1. An abstract (summary) statement
2. A statement of the problems or questions to be addressed
3. The goals or purposes of the project
4. Measurable objectives or expected quantitative outcomes
5. Procedures and a calendar to be followed to achieve the objectives.
6. An evaluative assessment or built-in evaluation strategy
7. Multiplier factors or uses to which the findings can be put for a broader segment of the population (emphasizing long range benefits).
8. Descriptions of facilities and equipment necessary
9. Availability of qualified personnel and their designations
10. A detailed budget

When applying for governmental funding, the agencies will usually have guidelines which must be followed strictly. Application forms are usually supplied with the request for proposal. One must usually ask to receive a copy of the requests for proposals from a particular agency or department.

Requests for foundation funds usually require less elaborate proposals, but the essential components still should be included.

Understanding what the funding agency, foundation or corporation is interested in funding is an essential part of writing a proposal. Often requests and proposals are doomed from the start because of the nature of the project rather than the quality of the proposal. Careful research into the priorities of the foundation may save time and money spent preparing an unsuccessful proposal.

FUND-RAISING EVENTS

Each of the following types of fund-raising events has as little or as much potential as organizations have imagination. For example, a 'decorator's showcase' could involve as little as a single day activity of a single house to a national effort in cooperation with the American Society of Interior Designers. The only limitations are the effort and imagination of the fund raisers. What follows is a list of general fund-raising categories with general ideas under each:

AUDIENCE PARTICIPATION EVENTS:

--Decorator's Showcase
--Garden Walks
--Craft and Hobby Shows
--Fairs and Festivals
--Las Vegas Night
--Card Parties and Bingo
--Beauty Contests
--Trade Shows
--"Days" (e.g. Poppy Day)
--House Tours
--Art Shows
--Dances
--Carnivals
--Fun Fairs
--Marathons
--Excursions
--Telethons
--Other

MERCHANDISE EVENTS:

--Auctions
--Raffles
--Flea Markets
--Bazaars
--Plant Sales
--Product Sales
--Antique Shows
--Rummage Sales
--Garage Sales
--Book Sales
--Specialized Merchandise Sales
--Other

FOOD AND DRINK EVENTS:

--Big Dinners
--Fashion Shows
--Cocktail Parties
--Community Dinners
--Picnics
--Roasts
--Luncheons
--Coffees and Teas
--Wine and Cheese Parties
--Ethnic Dinners
--Potluck Suppers
--Other Food Evenings

PROFESSIONAL ENTERTAINMENT EVENTS:

--Plays and Musicals
--Movie Premieres
--Amateur Entertainment
--Concerts
--Celebrity Lectures
--Others

HOLIDAY EVENTS:

--Christmas
--Halloween
--Valentine's Day
--Founders Day
--New Year's Eve
--Labor Day
--Fourth of July
--Other

PAGE TWO: FUND-RAISING EVENTS

ATHLETIC EVENTS:

--Tournaments
--Celebrity Participations
--Concessions at Semi-Pro Contests
--Exhibition Games
--Winter Carnivals
--Other

SERVICE EVENTS:

--Car Wash
--Babysitting at Shopping Malls
--Sale of Handicrafts
--House Painting
--Summer Employment Service
--Pillow Cleaning Service
--Fertilizer Delivery
--Other

DO-IT-YOURSELF TRAINING EVENTS:

--Microwave Cooking
--Home Entertainment Ideas
--Macrame
--Outdoor Gardening
--How to Use Cosmetics
--Weaving
--Identifying Genuine Antiques
--Bagel Making
--Flower Arrangements
--Care of House Plants
--Babysitter Clinics
--Self-defense Courses
--Sewing
--Other

POTPOURI:

--Product Sales
--Running Your Own Business
--Salvage
--Door-to-Door Distribution
--Gifts and Door Prizes
--Using Homes for Merchandize displays
--Special Publications
--Discount Tie-ins
--Direct Mail Solicitations
--Proceeds Days
--Trading Stamp Donations
--Other

Each of the events listed above can be profitable to organizations of any size. Many of them take manpower and some money. Remember, however, that donations can also be obtained for these too. Do not hesitate to solicit help from other organizations to make your fund-raising event a success.

When considering any fund-raising event, be sure you know the local laws and taxes which apply to such events and comply totally. Use and sale of alcoholic beverages is usually prohibited at public events. Special permits may be required, sales tax may be required, etc. Check with the local authorities to make sure that you are operating within the law.

COMMUNITY RESOURCES CHECKLIST:

Public Agencies

- ☐ 40 State Department of Education ✓
- ☐ 41 Public Health Department
- ☐ 42 Welfare Department
- ☐ 43 Children's Services Division
- ☐ 44 Juvenile Department
- ☐ 45 Crippled Children's Division
- ☐ 46 Probation Office
- ☐ 47 Mental Health Clinics (Service Coord., Developmental Disabilities)
- ☐ 48 Park and REcreation Department
- ☐ 49 School Board (s)
- ☐ 50 Vocational Rehabilitation
- ☐ 51 Intermediate Education Districts
- ☐ 52 Councils of Government
- ☐ 53 Social Security
- ☐ 54 Fire Department
- ☐ 55 Mail Carriers
- ☐ 56 Police Department

Social and Civic Groups

- ☐ 57 Senior Citizens Groups
- ☐ 58 Elks
- ☐ 59 Lions
- ☐ 60 Moose
- ☐ 61 Soroptimists
- ☐ 62 Masons
- ☐ 63 International Order of Odd Fellows
- ☐ 64 Active 20-30 Clubs
- ☐ 65 Knights of Columbus
- ☐ 66 Political Clubs
- ☐ 67 Area Alumni Clubs
- ☐ 68 Juvenile athletic and social clubs
- ☐ 69 Jaycees
- ☐ 70 Boy and Girl Scouts
- ☐ 71 YM-YWCA
- ☐ 72 Rotary
- ☐ 73 Kiwanis
- ☐ 74 Area Women's Clubs
- ☐ 75 Optimists
- ☐ 76 League of Women Voters
- ☐ 77 Eagles
- ☐ 78 Altrusa
- ☐ 79 Alpha Beta Kappa
- ☐ 80 Other _____

17 Telephone Pioneers

Private Organizations

- ☐ 33 PTA
- ☐ 34 Oregon Association for Retarded Citizens
- ☐ 35 Epilepsy Foundation
- ☐ 36 Easter Seal Society for Crippled Children
- ☐ 37 Council for Exceptional Children
- ☐ 38 Oregon Association for Children with Learning Disabilities
- ☐ 39 Association of Parents of the Deaf
- ☐ 40 Oregon Association for the Deaf
- ☐ 41 Oregon Council for the Blind
- ☐ 42 Mental Health Association of Oregon
- ☐ 43 March of Dimes Foundation
- ☐ 44 Society for Autistic Children
- ☐ 45 United Cerebral Palsy of Oregon
- ☐ 46 Sectarian and/or non sectarian community centers
- ☐ 47 Catholic Charities
- ☐ 48 All area churches and church groups
- ☐ 49 Volunteers of America
- ☐ 50 Planned Parenthood
- ☐ 51 Urban League
- ☐ 52 NAACP

Vocation/Professional Organizations

- ☐ 53 Teacher's organizations
- ☐ 54 Foresters
- ☐ 55 Grange
- ☐ 56 Farm Bureau
- ☐ 57 National Farmer's Organization
- ☐ 58 Farmer's Union
- ☐ 59 4-H
- ☐ 60 Labor Unions
- ☐ 61 Businessmen's Associations
- ☐ 62 Employee's Associations
- ☐ 63 Chamber of Commerce
- ☐ 64 Medical Society
- ☐ 65 Dental Society
- ☐ 66 Business and Professional Women
- ☐ 67 4-C Programs
- ☐ 68 Local Hospitals
- ☐ 69 Community colleges
- ☐ 70 College Special Education Departments
- ☐ 71 Head Start/Preschool Programs
- ☐ 72 Day Care Programs
- ☐ 73 Parents of Handicapped Children
- ☐ 74 Cooperatives
- ☐ 75 Public Utilities

APPENDIX E

GUIDELINES FOR MODERATORS

1. Review biographies supplied by speakers and select short relevant experiences to share with audience. Consider particularly experiences that relate to families and to visual impairment.

2. Meet with panel ahead of time to introduce yourself; discuss what in particular the speaker(s) might want focused upon in the introduction. Some moderators may want to make phone contact or correspond with presenters prior to the conference. Remind them of the PARENT focus.

3. Moderators should check room prior to presentation to be sure that the AV equipment is in order, that water is set out for each speaker, microphones are working. If there are any problems NAPVI Board members will trouble shoot.

4. In general, moderator introduces speakers or panelists and assists them in staying within their allotted time frame and on focus. Every presentation should permit time for questions/comments from the audience.

5. Assist the speaker in distributing any materials needed for the session. Encourage speakers to have their agency do the printing.

6. Remind the participants to fill out the evaluation of the session.

7. De-brief with the speaker(s) following the conference session, comparing notes on the session and extending our appreciation for a job well done.

NATIONAL ASSOCIATION FOR PARENTS OF THE VISUALLY IMPAIRED, INC.
JANUARY 16-17, 1987

EXECUTIVE BOARD MEETING

The Executive Board of the National Association for Parents of the Visually Impaired convened at the NAPVI offices in Austin, Texas at 9 a.m. Friday, January 16, 1987. Those present were Executive Committee Members Elaine Moses, Eileen Hudson and Henry Hedgecock, Executive Director Lee Robinson, Keitha Robinson and Denise Bair and Dr. Susan Jay Spungin, associate executive director of the American Foundation for the Blind.

Keitha Robinson read the minutes of the November 9, 1986 Annual Meeting, held in conjunction with the first national parent meeting in Arlington, Texas.

Conference Evaluation

Eileen announced that Elaine has spent 80-90 hours putting all of the conference evaluations on computer disk and commended her. Lee said that most of the scores were in the "excellent" range. These comments are the "paycheck" for doing the conference. Eileen said it is an excellent guideline for the next conference. Lee would like all board members to have a copy, as it is a great way to determine NAPVI's direction; a three-year plan should be designed based on the comments. Chicago (mid-USA) is the preferred location for the 1989 national conference. Eileen said the evaluation also gives an indication of where to hold regional meetings. The question dealing with "when" is another good thing to look at, as well as the things conference participants would like to see more of. Eileen suggested that these be sent to the Board immediately, with the recommendation that at least five suggestions for a 3-year plan be submitted by each Board member and officer by May 1. Several professional journals,

Journal of Visual Impairment and Blindness and the Hadley School for the Blind Orbit will be featuring news of the convention.

Current projects:

Dr. Kathleen Huebner is speerheading efforts for the JVIB article. Several people need to be named to write a perspective article. Julie Farnum was suggested to share the parent perspective.

Recommendations still out. Each of the four Friday workshop groups were asked to make recommendations for NAPVI; Dr. Huebner's group is the only one which has submitted these. These recommendations should be considered for incorporation in the three-year plan.

Name switching, (listing of conference participants). The cost of mailing this listing first classc would be about $400. Funds available will determine how extensively NAPVI can do this. Those present felt the listing would be a good way to do for the Exhibitors to have another opportunity to contact conference attendees; they probably should receive the registration list whether or not NAPVI sends it to all participants.

Budget. As of today, there are only a few unpaid bills from the Conference, particularly the hotel bill, which Henry is checking carefully.

Three-Year Plan. The Executive Committee spent some time going over the current three-year plan, with the consensus being that NAPVI is still on target for 1985, 1986 and 1987 with just a few flip-flops because of the conference.

Scholarship. Henry will place $500 for the scholarship fund from any excess money from the conference.

Coming Events

RP Foundation at 15, February, 1987

Blind Children's Center, Medical Symposium in March, 1987

California Transcribers and Educators of the VH, March, 1987

CEC - National Convention, April, 1987

AER - Texas- April, 1987

NAPVI Summer Leadership Seminar, 1987 - (follow-up for conference).

AER - South Dakota, August, 1987

Canadian Conference (Nova Scotia) - October, 1987

February, 1988 - American Foundation for the Blind and Foundation for the Junior Blind Symposium in Los Angeles

Program Chairman Eileen Hudson will be contacting Board members over the next few days with assignments and thoughts concerning each of these meetings as it involves individual Board members. The Executive Committee authorized Henry to make an appropriate donation to the RP Foundation in commemoration of their 15th birthday.

Conference video tapes. Elaine Moses has been working with Linda Beth Litowski of the Texas Commission for the Blind on the editing of Conference video materials. Elaine will provide the parent perspective as they decide what should stay in and what should be deleted. The Commission is doing this free of charge, with the consideration that they receive copies of the materials. In regard to the audio tapes, Elaine chose the 10 listed in the December newsletter as ready, as is. Lee can get a very small number reproduced easily. Probably the best long-range reproduction source is Recordings for the Blind, which has a local office in Austin. This is not an immediate rush, so Lee suggests doing it on an as-needed basis. Henry recommended that all Board members receive a free copy of these tapes.

Eileen has a quantity of approximately 50 tapes which she will donate for taping purposes.

Publications. Parents to the Rescue, The Affiliation Process, and The Library Guide all need to be recopied and Lee suggested printing them in quantities large enough to keep production costs reasonable. In the past, the Robinsons have produced them on their copier--is NAPVI going to job these booklets out or purchase a copier. Lee said the books are needed now in volumes where it is not economical to do it on a copier anymore; Lee said the alternative might be to go to a printer and set up an agreement for a discount and then periodically review that for cost effectiveness. Lee recommended not having an inventory of more than 200 copies of either the Affiliation Process or Parents to the Rescue on hand at any one time. Eileen noted that Parents to the Rescue and The Affiliation Process should not need to be revised. Lee said the Library Guide is a valuable piece as is; it was the result of a library school project and he is unaware of anyone who would take revising it on as a project; he suggested that perhaps one of Dr. Ferrell's students at Columbia might be interested in doing this. The Executive Committee recommended that Robinsons do another 25 copies of the Library Guide to make up a current inventory and that NAPVI job out 200 Parents to the Rescue and 200 Affiliation Process.

National Office Matters.

The management of La Villita Office Building has presented NAPVI with a lease, which is available on a month-to-month basis at a price of 50 cents per square foot, ($172.50 per month, including utilities).

Discussion: Lee inventoried the present office equipment, which includes several desks and a credenza made available by the current leasing company. In order to remain in operation, so that the

membership files can be updated, a computer must be obtained. A duplicate system to the one used by the Robinsons costs $1,951, according to the lowest quote Lee was able to obtain from a retail outlet; he was unable to locate a used system. He was able to locate a letter quality printer from another company for $50 less than the retail outlet is asking. A number of Board members have access to the Appleworks system, which now contains the NAPVI membership records. Denise Bair transferred all of the membership records to Appleworks from an outdated program over the Holidays. Lee has located two (2) legal size 5-drawer filing cabinets for the price of $75 each and he recommends that those be obtained. Shelving for the office is a matter of convenience; several tables and some folding chairs are needed. Priorities include a computer, letter-quality printer, copier, file cabinet, folding tables. Elaine has donated a typewriter.

The group adjourned for lunch at noon.

FRIDAY AFTERNOON

The Friday afternoon session began at 1:30 p.m.

The group discussed the conference with Dr. Spungin, particularly with regard to finances and also discussed membership. Lee Robinson said that 273 persons have become 1987 members, a higher figure than this time in 1986. The 1986 membership year ended with 917 members, including approximately 618 parents, 237 associates, 57 agencies and a few miscellaneous members. This is a three-parents-to-one-professional ratio. A discussion ensued about membership costs and dues. Eileen said that dues are probably quite low. The $5 parent/family membership does not cover the cost of newsletter and mailing. Dr. Spungin also felt the $3 associate member

cost was extremely low considering the fact that those members receive a quarterly newsletter.

The discussion turned to telephones; the 800 number goes to 459-6672, which is the Robinson house. The 459-6651 number has been taken over by Ms. Susan Lewis, who bought Keitha's Typing. She has a forwarding number on it to her telephone number. Those present agreed that NAPVI needs a new telephone number and authorized Lee to arrange for one.

Personnel. Denise Bair is currently working as office manager, although not yet under contract. Expenditure of the monies has already been approved. She is operating under a verbal agreement with Elaine Moses. Another contract needs to be set up.

The discussion turned to the search for an executive director. Dr. John Crandell of Utah was unable to attend the meeting due to health problems. Lee announced that Dr. Crandell is still interested. Lee said that it may be necessary to resort to a conference call situation in order to interview Dr. Crandell. A time limit, set at April 15, needs to be placed upon Dr. Crandell's agreement.

Also, the Board needs to think of possible alternatives in the executive director search. Lee has agreed to put out some feelers to consultants and to personnel in agencies for the blind around the Austin area. Those present felt that an interim executive director should be hired, as Lee Robinson is joining the Hadley faculty full-time, beginning in February. The Executive Board recommended that Keitha Robinson be acting executive director, as she will be in the Austin area until June.

Elections. Because NAPVI has reached its 500-member goal, it is necessary to elect national officers. The nominating committee,

currently chaired by Diana Cuthbertson, must be notified to prepare a slate of nominees. (See Addenda B for a current committee list.)

Newsletter. Lee and Keitha Robinson have volunteered to continue to help with the newsletter when they move. NAPVI would establish a co-editorship with Mary Lou and Keitha. This will increase NAPVI's newsletter staff as per our three-year plan.

Professional Advisory Board. Function of this committee is two-fold, 1) to provide expertise on finance and advertising, 2) to provide credibility of contacts and track records for fund raising. During discussion, those present agreed that this committee would be volunteer in the strictest sense, each member paying his/her own way to meetings, etc. Guidelines for the PAB were drawn up by Eileen, who is chairman of the Technical Advisory Committee and Dr. Spungin (See Addenda A). They feel that the core group should begin in Austin or vicinity, because such a group would be need to be nurtured by the national office. Such a national PAB committee could be replicated easily by state and local affiliates. The executive committee recommended that the chair of PAB be an ex-officio Board member of NAPVI.

The meeting adjourned at 5:45 p.m.

SATURDAY, JANUARY 17, 1986

The Saturday session of the NAPVI Executive Committee began at 9 a.m.

1988 Symposium

Dr. Spungin discussed details of the February 3-6, 1988 Symposium in Los Angeles sponsored by AFB and the Foundation for the Junior Blind. Entitled "Focus on Vision Loss: Everybody's Business," the event will be at the Beverly Hilton Hotel, Beverly Hills, CA. Approximately 900 persons are expected. Symposium emphasis will be on employment, technology, daily living skills and public education. Contact persons are Robert Walls, executive director, FJB and Sam Negrin, AFB. Registration will be $100 for symposium tier, $50 for one day. NAPVI has been designated as one of three affiliate groups which will meet as a part of the conference, the others being members of the Jo Taylor Leadership group and the Low Vision group. Dr. Spungin is coordinating the affiliate groups for the conference. NAPVI has the following 1 1/2 hour sessions for meetings:Thursday, 10:15-12; 2:15-3:45, 4-5:30; (Thursday evening open for social); Friday, 8:30-10; 10:30-12 and 1:15-2:45, 3-4:30. Tuesday or Saturday is completely open and could be utilized by NAPVI.

The FJB has designated its camp as parent lodging for the symposium at very minimal costs; there are 240 spots for parents. Childcare staff will be provided during the day. It's possible that NAPVI would prefer to have a social at the camp for parents during that time. Transportation to the symposium will be provided free of charge. Lee suggested that more parents might be able to come on a weekend than mid-week. Eileen suggested that NAPVI provide a funding proposal for those members interested in attending to take to local

Lions and other groups so that they can obtain these funds before budgets are drawn up.

Discussion followed about affiliation procedures. Dr. Spungin suggested that the next newsletter contain an article on affiliation procedures, perhaps mentioning the newest affiliates.

Fund raising was the next discussion point. Ida Ruth Plymale, CFRE fund raising certified, has made a proposal to NAPVI. (See Addenda C.)

Discussion ensued about NAPVI doing much of its own fund raising, utilizing the PAB. Henry Hedgecock suggested that, as a part of the long-range funding plan, the first step should be to establish the PAB and then work with PAB to develop a long-range plan. Those present felt that now is the best time to send out a one-time funding appeal, utilizing the success generated by the conference. Dr. Spungin will send labels from the AFB directory so that NAPVI can send out a funding appeal.

Relationship between AFB and NAPVI. Dr. Spungin said that perhaps the NAPVI board should give an indication of the level of funding needed by NAPVI in the future. She suggested the Board may want to ask for a one-time transitional grant for an additional amount over and above the annual fiscal cost to defray costs of purchasing office equipment. NAPVI will apply for a $4,500 transitional grant. Dr. Spungin attended the Executive Board Meeting in the place of Dr. Alana Zambone, who is NAPVI liaison at AFB. Dr. Zambone had a prior commitment and sent her regrets at not being able to attend. Dr. Spungin also brought the best wishes of Executive Director William F. Gallagher, who both attended and enjoyed the NAPVI conference in November.

Discussion ensued about upping the "Associate" membership above the $3. It was also suggested that the statement "According to the Consumer Information Act, dues to NAPVI will be reviewed every three years" be added. The scale would be: $10 - parent/family; $25 - community group/agency; $15 - associate. The Executive Committee recommended a bylaws change to say that the dues are set by the board and reviewed every three years, to reflect items within the three-year plan.

Early Childhood Initiative

Dr. Spungin also referred to Dr. Zambone's materials concerning the early childhood initiatives (Sen. Weicker's bill), which recommend how parents may impact the current P.L. 99-457 regulation writings to make them reflective of the needs of the visually handicapped. These regs will be out at the end of January and Dr. Zambone has provided suggestions as to what parents may do in order to change them. Lee Robinson said he greatly appreciates receiving these and knows that they will be most helpful to parents. (See Addenda D). Dr. Zambone has been closely monitoring the P.L. 94-142 discretionary funding through the Department of Special Education. Lee noted that one of the hopes of the summer seminar is that participants get a hands-on working knowledge of P.L. 94-142, Section 504 and P.L. 99-457. Dr. Spungin particularly noted that parents need to insist that the regs state that any child with a visual impairment needs special education intervention, not just those who are developmentally delayed.

The group adjourned for lunch.

SATURDAY AFTERNOON, JANUARY 17, 1987

The Saturday afternoon session began at approximately 1:30 p.m.

Eileen Hudson presented Col. Mark T. Muller (Ret) with a plaque in appreciation for his volunteer service in the NAPVI office.

SUMMER LEADERSHIP TRAINING SEMINAR

After some discussion, the Executive Committee recommended titling the Summer Leadership Training Seminar "CATCH THE VISION: A HANDS-ON LEADERSHIP AND ORIENTATION PROGRAM FOR PARENTS" with a descriptive paragraph directly below stating seminar objectives.

The seminar will be comprised of a Friday evening Keynote session and get-acquainted, all day Saturday sessions, a media event Saturday evening and a half-day Sunday session, with an early close to catch flights. Possible sites for the seminar include Philadelphia, first choice and Baltimore, second choice. Optimum dates for the seminar would be August 7/8, July 30-31 or August 14-15. Region II representative Norma Lucas will be seminar coordinator. Dr. Zambone will be asked to search out possible hotel sites, in relation to rates, available shuttle, etc. See Addenda B for Program Committee Members.

Registration, which will be limited to 100-150, will be conducted on a first come, first served basis, with NAPVI members having a lower fee than non-NAPVI members.

Tentative program plans for Saturday call for three concurrent sessions (everyone will be able to attend all sessions during the course of the day).

Session I Legislative: P.L. 94-142, P.L. 99-457, Section 504, how parents may impact the political system, etc.

Session II Group Dynamics: the life of an organization, establishing a group, overcoming negatives (low attendance, speaker unavailability, etc), keeping the group active.

Session III Resources: Agencies that serve the blind, accreditation, service delivery systems, etc.

The Sunday session is to include a teen panel as a part of the wrap-up.

Seminar speakers should understand that parent interaction is paramount and that a hands-on rather than lecture session is desired i.e. actually writing up an I.E.P., small group sessions or a scenario workshop were participants are asked to arbitrarily assume the parent, teacher, administrator, school board member or child's role so participants will know provisions of each of the three laws and how they work.

Three-Year Plan

The new three-year plan should be in effect September 1. The executive director must pull together the board's objectives and activities, particularly those activities not completed from the previous three-year plan (85-87) and incorporate them into a new plan for 1988-90. That document should be given to the Board about September 1 for approval at the fall board meeting.

The Board in the next few weeks should

1) review the previous three-year plan, pulling out objectives and activities they want to see completed;

2) Review the evaluations of the national conference, including the recommendations from the four workshops on Friday (Ferrell, Hammer, Miller) and any additional ideas applying to their

regions or any special projects initiated (must be returned to central office by May 1).

Outgoing Executive Director Lee Robinson expressed his feeling that Seattle, Portland and Florida areas would be optimum sites for area conferences in 1988. He also said that New Mexico, Arizona, Colorado, Georgia, Michigan and two groups in Florida are possible affiliates.

The meeting adjourned for the day.

SUNDAY, JANUARY 19, 1987

Elaine Moses announced that she will be heavily involved in a project at work during the next several months and that Eileen Hudson has agreed to take on many of Elaine's administrative duties. She asks that the Board get in touch with Eileen if at all possible when they have questions or concerns.

The Executive Committee recommends that NAPVI contract out the printing of our publications and keep current of competitive prices.

The Executive Committee recommends that NAPVI purchase the following office equipment: Apple IIe computer/printer, copier, telephone, table and chairs.

The Executive Committee recommends that the dues be raised in the following ways: family membership, $10; associate membership, $15; agency membership, $25, beginning in the membership year, 1988. It is recommended by the Executive Committee that the bylaws be changed on page 14, article 4, section 2 to reflect that the Board has authority to set dues and will review dues structure on a periodic basis.

AWARENESS ADVERTISING GUIDELINES

The Executive Committee recommends that two to three pages at the back of AWARENESS be labeled as advertising, with a non endorsement statement; that the proportion of advertising to printed matter comply with postal regulations; that ad pricing be based on a quarter-page format; that no discounts be given for advertising in all four issues; that no distinction should be made between non-profit or for-profit advertising. Advertising should begin with the Third Quarter, 1987 newsletter, unless it is feasible to begin earlier. Goal of paid advertisment is to get $1,000 worth of advertising per issue.

The Executive Committee recommends the following proposed budget for 1988:

Income:	
AFB	$30,000
Dues	8,800
Publications	3,000
Advertisement	2,000
Contributions	1,500
Postage	100
Conference	3,500
	48,900 Income

Expenditures:

Rent	2,100
Secretary	7,560
Newsletter	4,600
Director	6,000
Board Meeting	5,000
Summer Conference	3,500
Publications	4,000
Postage/Central Off.	2,800
Postage/Rest of Bd.	330
Office Supplies	500
Telephone/Cent. Off.	2,500
Telephone/ All Board	600
Executive Board Mtg.	3,000
Fund Raising	4,500
Total:	46,690

The meeting adjourned.

ADDENDUM A

PRELIMINARY GUIDELINES FOR PROFESSIONAL ADVISORY BOARD

(PAB Chairman Eileen Hudson and Dr. Susan Spungin met and laid out the following guidelines)

Purposes of PAB: Fund Raising
Technical Expertise for National Office
Public Relations for NAPVI

Number of Participants: 12-15, Austin and vicinity

Chair of PAB will be critical

Community leaders and socially and financially well-connected business persons with a track record of support for human service causes. Professions which could be representative of the above might be:

Ophthalmologist - General Pediatric
Lawyers (2)
Banker (2)
Corporate Vice Presidents
Professional Teacher of Vision Training Program
Major political leader
Former executive director of NAPVI
Celebrity
Pediatrician
Well-known recognized parent
Well-known socially connected women volunteers, i.e. use Kay McKnight for contacts
Lucy Johnson Turpin, (Vision Volunteers)
Delta Gamma

Chair of PAB will be an ex-officio member of the Board.

ADDENDUM B
LIST OF COMMITTEES

Technnical Advisory Committee
- Eileen Hudson, Chair
- Jeanie Flack
- Judi Stotland
- Alana Zambone

Affiliation
- Jeanie Flack, Chair
- Eileen Hudson
- Linda Katzkee
- Judi Stotland (Alternate)

Award
- Fay Corey (Chair)
- Jeanie Flack

Funding
- Henry Hedgecock (Chair)
- Gail Granados
- Eileen Hudson

Nominating
- Diana Cuthbertson
- Fay Corey
- Judi Stotland

Research and Review
- Fay Corey
- Jeanie Flack
- Gale Hedgecock

Scholarship
- Henry Hedgecock, Chair
- Diana Cuthbertson
- Norma Lucas
- Eileen Hudson

Grandparents
(Inactive)
- Jacqueline Carroll
- Mary Lou Wilkinson

List of Lists
- Elaine Moses, Chair
- Kay McKnight
- Dr. Zambone

Newsletter
- Mary Lou Wilkinson
- Keitha Robinson
- Lee Robinson

Membership
- Norma Lucas
- Fay Corey
- Joan Johnson

Program
- Eileen Hudson, Chair
- Henry Hedgecock
- Gale Hedgecock
- Diana Cuthbertson
- Gail Granados

Resolution and Policy
- Kate Aldrich
- Judi Stotland
- Elaine Moses
- Alana Zambone

Ad Hoc (Guidelines)
Disbanded as of
11/9/86

Publicity
- Jacqueline Carroll

Dear Parent Group Leader:

NAPVI is planning a Leadership Training Workshop for you next summer. In order to make it a special time for you, we're asking your help in suggesting speakers for us. Following is a listing of the sessions we have considered, please use the enclosed self-addressed, stamped return envelope to make us aware of outstanding speakers we could draw into our seminar. We must have these back by **February 15.** If you fail to make this deadline, please use our toll-free number.

Keynote: _____
_____
_____
_____

Services Available: _____

Legislative: _____

Organization Dynamics: _____

Other Suggestions: _____

_____

In the next month, we will be notifying you of the exact location and times.

Sincerely,

Eileen Hudson
NAPVI Program Chairman

"I feel a part of a national family with a purpose" -- join NAPVI! Become a member of a national family of a purpose.

"Join NAPVI - Become a part of a national family with purpose!"

NAPVI EXECUTIVE COMMITTEE MEETING
JANUARY 16-18, 1986
AUSTIN, TEXAS

TO DO LIST

Elaine:	Will inquire about furniture donation from ESC to NAPVI.
Lee:	Send Kathy Huebner the letter from Julie Farnum after you call KH first.
Lee:	Run off the evaluations and distribute to Board.
Mary Lou:	Elaine spent 80-90 hours of her own time inputting and going through the evaluations. Lee suggests we have a article on the evaluations in the next newsletter.
Entire Board:	Read through the conference evaluations. Then compile a list of at least 5 items that should be targeted in our next 3-year plan. Your target items are due into the national office by May 1. They will then be worked by the executive director into a new 3-year plan.
Lee:	Talk with editors of some of the national professional trade publications to see what can be done to feature the NAPVI conference in their upcoming editions.
Keitha:	Write Thank You notes to Bob Patton and Sherry McGee for the tremendous photography work. Also to Pat Westbrook and the other Texas Commission staff for their help in videotaping the conference.
Lee:	Get in touch with the person at UT/Arlington and see what should be done about the CEU's.
Lee:	Contact Dr. Ferrell, Tom Miller and Ed Hammer about recommendations they have from the Friday sessions of the Conference.
Lee:	Update the conference registration list so that the name switching can be done.
Henry:	Will place $500 into the NAPVI scholarship funds from the conference when this can be done.
Eileen:	Contact Kate Aldrich about the CTEVH conference in March and with details about the January, 1988 Symposium in L.A. sponsored by AFB and FJB and the Blind Children's Center Symposium in March.

Eileen:	Contact Norma about the Leadership Conference this summer.
Lee:	Arrange with Dr. Zambone about distributing NAPVI materials at the AFB booth at CEC in April.
Denise:	Mail these materials to Dr. Zambone.
Eileen:	Talk with Kay McKnight about South Dakota AER conference.
Entire Board:	Henry Hedgecock has suggested that the NAPVI BOARD needs to be more involved on a community and state level with Lions Clubs. Introduce yourselves to them and offer to speak at one of their meetings. Let every Lion you know be aware of NAPVI!
Henry:	Will make a small donation to the RP Foundation in order to show support to their upcoming anniversary.
Elaine:	Set up a display and table to distribute NAPVI materials at the Texas AER in San Antonio in April.
Lee:	Send Henry Hedgecock information about the Nova Scotia Conference in October, so that if money is available she will be about to attend. Gail Granados is an alternate.
Eileen:	Box up and send the donated tapes to the NAPVI office.
Lee:	Check on tape duplication at Recordings for the Blind.
Denise:	Fill the tape orders that have come in so far.
Lee:	Order 200 Parents to the Rescue and 200 affiliation processes from a printer. On your own copier, do up 25 Library Guides.
Lee:	Check with Dr. Kay Ferrell about the possibility of one of her doc students doing an update on the Library Guide for us.
Denise:	Fill the orders on the affiliation processes from the Leadership Breakfast.
Lee:	Arrange for a new NAPVI telephone number (Completed - 512/323-5710)
Lee:	Call Dr. Crandell and Virginia Bishop about possibilities in taking over the NAPVI executive directorship.

Dr. Spungin:	Send rate chart for JVIB to Lee.
Eileen:	Distribute guidelines for Professional Advisory Board.
Mary Lou:	Run an article in the next AWARENESS on affiliation, mentioning the newest affiliates and outlining the processes required for affiliation.
Lee:	Prior to February 1, write a comprehensive summary of suggestions as to how NAPVI might do its own fund raising, utilizing the Professional Advisory Board and other ideas.
Dr. Spungin:	Will send NAPVI the labels from agencies listed in the AFB directory for a mailing.
Keitha & Denise:	Send out a one-time funding appeal.
Keitha & Denise:	Draft and send out the renewal notices.
Lee:	Produce the guidelines for paid advertising and distribute to Mary Lou, along with instructions for dissemination to the National Office. He will contact APH and the exhibitors.
Eileen:	Contact Dr. Zambone to search out a possible location, preferably in Philadelphia for the summer leadership meeting, with regard to cost of hotel, date, etc.
Keitha:	Send out letter requesting best speakers to heads of parent groups throughout U.S. Mail out on Tuesday, Jan. 20.
Elaine:	Will work with the Commission on the editing of the videotaping.
Lee:	Is going to write a proposal for $30,000 instead of $28,000 to AFB.
Lee:	Letters to affiliates announcing the dues change and announcing their input...as a consequence of this we need to change our brochure to reach it.
Office:	Send copies of "positive" letters from Kathy Huebner, Dr. Spungin, Dr. Zambone, etc.

Eileen: Contact the Technical Advisory Committee and draw up a list of persons to be on the Board and professionals throughout the nation and place names with these professional to be on the Professional Advisory Board.

Mary Lou: Announcement should be made in the First and Second, 1987 newsletter of the new advertising section. Please make note of the deaths of Richard Evenson, executive director (?) of the National Library Service and Harold Krentz, author of "To Race the Wind." Announcement of election of officers, first quarter, 1987; bios of slate, second quarter, 1987.

American Foundation for the Blind, Inc.

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Counselor
1924-1968

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December 19, 1988

Mr. Henry Hedgecock
Executive Director
NAPVI
P.O. Box 562
Camden, NY 13316

Dear Henry:

On behalf of the Board of Trustees and staff at the American Foundation for the Blind, it is with great pleasure that I am able to inform you that AFB will provide NAPVI with a grant of $5,000. to support your legislative training program. The proposal you submitted, dated September 1988, has been reviewed by appropriate staff at AFB. We all congratulate you on your recognition of the importance of legislative action and proposed approach to actualize training in this area.

I do realize that this supplemental grant of $5,000. is not quite the $7,213. that you requested. Our suggested modifications in the budget are as follow:

ITEM	PROPOSED	FUNDED
5 nights hotel	1800.00	1500.00*
Transportation	1693.00	1690.00
Meals	1500.00	875.00**
NAPVI Fact Sheet	200.00	200.00
Rental of Equipment	50.00	00.00
Publication Cost	1970,00	935.00
TOTALS	7213.00	5000.00

* Hotel costs were determined based on an estimate of 3 rooms for 5 nights at $100.00 per room. This necessitates room sharing.

** Meal costs were refigured at a 35.00/day per diem rate.

The publication cost adjustment is a reduction of 50% based on your discussion with Dr. Zambone and the understanding that you will print the initial 500 and then charge the cost or reprinting for those who wish additional copies.

I will look forward to hearing of your definitive plans and schedule. Please let me know the details in regard to when you need to receive these grant monies. As always, we here at AFB wish NAPVI continued success and growth. Happy Holidays from everyone at AFB.

Sincerely,

Bill Gallagher

William F. Gallagher
Executive Director

cc. Susan J. Spungin
Walter Decker
Kathleen Huebner
Alana Zambone ✓

k5.hedgec.kmh

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An Equal Opportunity Employer

November 29, 1988

Henry Hedgecock, Executive Director
NAPVI
P.O. Box 562
Camden, NY 13316

Dear Henry:

Attached is a resource you may want to include in the NAPVI Newsletter. Hope all is well.

Have a happy holiday.

Sincerely,

Kathleen M. Huebner, Ph.D.
Director, National Services in Education,
Low Vision, and Orientation and Mobility

Enclosure: Parent Talk

cc: Alana M. Zambone

KMH:ay/henry

Just Released!
Series III on Teenagers

Indicate all Series III order information on form.

■ 1. **Curfew Conflicts** 1:20 The feelings you share have more impact than times you set.
■ 2. **They Call 'That' Music?** 1:25 Showing an interest can bring you closer together.
■ 3. **Manners** 1:26 Modeling courtesy makes a difference.
■ 4. **Helping Out at Home** 1:27 How to motivate them to do their jobs.
■ 5. **Conflicts With Grandparents** 1:30 How they can feel useful when you make all the decisions.
■ 6. **Skin Problems** 1:24 How to convince them beauty's more than skin deep.
■ 7. **Self Sacrifice** 1:28 We make choices and trade offs because of what we want.
■ 8. **Mall Time** 1:21 Earning "Mall time" is in their best interest and yours.
■ 9. **Step Families** 1:25 How to strengthen your new "team".
■10. **"I'm Bored"** 1:28 What they really mean and what they need.
■11. **Love vs. Trust** 1:33 Trust is earned and based on performance.
■12. **Sibling Rivalry: Is Home a Battleground?** 1:25 Four ways to reduce parent stress.
■13. **Loners** 1:31 Accepting loners as they are helps them most.
■14. **The Silent Treatment** 1:29 What they are really saying and what to do.
■15. **Allow Them to Risk and Fail** 1:30 How to teach them to pick themselves up.
■16. **Time Management** 1:26 How to improve it.
■17. **Steroids** 1:33 Make them aware of risks and consequences.
■18. **How to Reduce Teen Arguments.** 1:23 Five ways to improve communication.
■19. **Finding First Jobs** 1:25 Give them the skills they need to get a job.
■20. **Who Do they Talk To?** 1:21 Other adults may have more impact than you do.
■21. **Dangerous Risks: Biological Reasons** 1:31 Why teens are in a high risk group.
■22. **Dangerous Risks: Psychological Reasons** 1:30 What we can do to decrease risk taking.
■23. **Teens and Alcohol** 1:35 How and why to say no.
■24. **Teen Suicide** 1:30 Risking honest feedback.
■25. **Impact of Pregnancy** 1:32 How pregnancy "too soon" changes a teen's life.
■26. **"Turning on" to School** 1:30 Teens need specific cause and effect rewards.
■27. **Financial Aid** 1:30 Start early, find out what you need to know.
■28. **Helping New Drivers** 1:35 Parent involvement can decrease risks.
■29. **Teens and Family Traditions** 1:28 Give reasons to participate, other than "duty".
■30. **Survival Skills** 1:28 Teach survival skills, not "success" skills.

Parents said...

"I used to think my kids just 'had it in for me,' or were being mean. Now I see that their behavior was just normal, normal, normal, What a relief! When you understand what's normal, you can handle it!
Your ideas work Evelyn." T.M.

"Last year when I wrote you I was extremely pleased when you called me at home to talk; I knew you were really concerned. My son saw your resulting column and recognized himself! We had a talk and took your advice. If someone told me a year ago this change would happen, I wouldn't have believed it." C.W.

"As a minority parent I really appreciate the way you handle issues affecting my child. As a parent of a minority child I also appreciate your advocacy work."K.S.

Educators & Professionals said...

"We much enjoyed you Parentalk column Study Habits, Start Early and want to reproduce this piece for our 120 adminstrators and teachers."
Gifted Programs Dir. Windsor Public Board of Education.

"We work with parents and teens and often refer to your tapes and columns. Your advice on sports & competition is classic! We thought your piece on de-fusing anger was great! Coordinator, Peace & National Pricouties Center

"I use your columns on teens and open communication with clients & family members. I look forward to your practical suggestions. C.M. Ph.D., A.C.S. Psychologist

" Topics covered are comprehensive, creative and on subjects that are key to good parenting."
A. O. Family Services Department of the Navy

What Evelyn Petersen says...

"In my 30 years of working with parents one point is overwhelmingly clear! Parents want short, simple, practical answers to their questions about children. They do not want to hear educational jargon, theory or research. They just want to know what works and why... in a real family, not a hypothetical one. I give practical parenting tips on these casettes that can be immediately be put to use. This is why I'm currently working on a third audio casette, Questions About Teenagers, as well as on video presentations to reach today's families through the

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Dr. William F. Gallagher,
Amer. Found. for the Blind
15 W. 16th Street
New York, NY 10011 *

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With Evelyn Petersen

A ward winning columnist, broadcaster innovator, university teacher and parent advisor. You or your group can experience the Parent Talk Cassette Series I & II as do parents and programs in some 37 states and Canada. You may also contact Ms. Petersen about public speaking or workshops at her Traverse City office.

616-943-9257

Series 1 28 Questions Most Asked by parents of 2-5 year olds 60 Minute audio cassette

Side A Introduction: 15 seconds

■ 1: **BOTTLE BREAKING** 1:44 Understand ways to diplomatically deal with the child's possessiveness. Gives a step by step strategy for "bottle breaking."

■ 2: **TOILET TRAINING** 1:47 Understand how to tell if the child is really ready for training and gives tips for success.

■ 3: **BABY SITTERS** 1:46 Helps children adjust to separation anxiety. Tips on choosing sitters and on protecting against child abuse.

■ 4: **THUMB SUCKING** 1:43 Some types of thumb sucking you can ignore, some you can't. Sensible ways to help child stop the habit. Practical ways to increase secure feelings.

■ 5: **BEDTIME** 1:50 Practical tips and step by step suggestions for avoiding problems at bedtime. Transform the hassle into a pleasant family experience.

■ 6: **MEALTIME** 1:35 Information to relieve anxiety over "non eaters." Positive methods to prevent power struggles at meals.

■ 7: **WATER PLAY** 1:33 Explains children's fascination with liquids. Easy, safe ways to make water play a time saver for parent, and a positive learning experience for child.

■ 8: **JEALOUSY; NEW BABY** 1:35 Fresh, new ideas, for dealing with sibling jealousy over new baby before and after its arrival, or in later years. Names resource book.

■ 9: **GROCERY CHECK OUT STRUGGLE** 1:49 Gives practical, interesting ways to avoid confrontation. Explains how to use contracting instead of bribery in this situation.

■ 10: **USING TELEPHONE IN PEACE** 1:58 Humorous anecdote explains logic of preparing ahead to avoid hassles. Easy, ideas.

■ 11: **GOOD-BYE RITUALS** 1:49 Children often have difficulty with manners and rituals. Suggestions and guidance to help children become sincere and comfortable in these situations.

■ 12: **GRANDPARENTS** 1:45 Practical ways children and out of town grandparents can stay "in touch", lessening "reacquaintance time," fears of child, and hurt feelings during visits.

■ 13: **FEARS OF TOYS OR NOISE** 1:35 Understanding normalcy of fears and the importance of meeting a child "where he is". Children need time and love from significant others,not toys

■ 14: **"WORKING PARENTS GUILT"** 1:39 Helps working parents accept feelings and change guilt energy into constructive energy. Gives examples of "quality " moments.

■ 15: **"IMAGINARY FRIENDS"** 2:02 See this behavior positively; use it to expand creativity and language development. Gives simple guidance to help child learn "real" and "pretend."

Side B

■ 16: **T.V. FEARS** 1:51 Guidelines to use in preventing or relieving children's fears. Tells when children can consistently separate fact and fantasy.

■ 17: **FEARS OF DEATH** 2:00 Developmental information on the child's concept of death. Prepares parents to deal with child behaviors in this situation, at various ages.

■ 18: **PROBLEMS FOLLOWING DIVORCE** 1:55 Ways to meet the child's needs following a divorce. Explains how children can adjust and abide by different rules in separate households.

■ 19: **POSITIVE "TATTLING"** 1:47 Fresh, innovative way to perceive and deal positively with tattling. Turn a "problem" into an observation and learning experience.

■ 20: **ACTIVE AND OUTDOOR PLAY** 1:51 Explains benefits of outdoor & active play in terms of skills the child needs for reading.

■ 21: **HYPERACTIVITY** 1:44 Defines "hyperactive" versus " superactive." Specific ways to help children learn to relax and calm themselves down.

■ 22: **WAITING TIMES** 1:55 Gives parent reassurance and helpful hints on what can be done during "waiting" times. Innov[illegible]

■ 23: **"CONTROLLING" BEHAVIOR** 2:20 Dealing with the difficult or "controlling" child who needs security, freedom and limits. Guidance for child who is "shy" with others; aggressive at home.

■ 24: **SUSPICION OF CHILD ABUSE** 2:01 Reviews indicators of possible child abuse or sexual abuse. Explains child protection law and encourages reporting of suspected cases.

■ 25: **"COLLECTIONS"** 1:46 See the positive aspects of children's "junk" collections. Ways to use collections to improve language, creativity, math/science and recycling skills.

■ 26: **ACTIVE LISTENING** 2:01Avoid over-reacting to words like "I hate you" or "I am ugly." Actively listen to the child's feelings and deal with the cause of behavior.

■ 27: **KINDERGARTEN "PREPPING"** 1:55 What do Kindergarten teachers really want? Specific ideas and activities to improve thinking skills, self confidence and social-emotional readiness.

■ 28: **KINDERGARTEN READINESS** 2:00 Considers the issue of readiness for a "fall birthday" child. Helps parents look at all sides of the question in order to make the best decision.

Series 2 Questions most asked by parents of schoolage children 60 minute audio casette

***Side A* Introduction: 12 seconds**

■ 1: **SPANKING** 2:00 Helps parent understand ways to "discipline" an aggressive child without spanking, and why. How to develop child's inner control.

■ 2 **SEX EDUCATION** 1:53 Shares insight and important ways to "teach" healthy sexuality. Gives four resource books for school-age children and parents.

■ 3: **DEFUSING YOUR TEMPER** 1:45 Parent fears and memories can increase anger. Gives step by step ways to control temper and "let off steam" safely.

■ 4: **MESSY ROOM** 1:37 Explains why children have trouble cleaning up "disaster areas" they've created; Gives parents practical specifics on solving the problem.

■ 5: **DIRTY HANDS** 1:53 Ways to teach good health habits and hygiene in positive ways, and make children proud of their personal appearance.

■ 6: **NEW IN SCHOOL** 1:51 Practical, simple ways to insure that children make a good adjustment to a new school, new teachers, and friends.

■ 7: **NO FRIENDS** 1:58 Explains potential seriousness of a problem which many parents and teachers overlook. Ways to help a child make friends with others and himself.

■ 8: **ACT NOW: PREVENT PROBLEMS** 1:51 Capitalize on early years to raise responsible, confident teenagers who get along with adults. Focuses on self esteem, & responsibility.

■ 9: **T.V. VIOLENCE** 1:59 Ways T.V. can be an "extra" person in the family, and influence children's attitudes. How parents can tell children what T.V. scripts leave out.

■ 10: **DISRUPTIVE IN SCHOOL** 1:57 Helps parents approach inexperienced teachers with specific ideas for teamwork and firm, positive guidance. Rewarding can change behavior.

■ 11: **LYING** 1:31 Reasons why children distort the truth. Ways parents can prevent lying from becoming a learned behavior pattern.

■ 12: **CHEATING** 1:40 Possible reasons for cheating. Poses questions to help parents gain insight and solve this problem.

Side B

■ 13: **BICKERING** 1:53 Shows a positive side of sibling rivalry. Discover ways to cope, see "battleground" as a "practice ground." Helps parents see what's fair is not always equal.

■ 14: **FAMILY CAR TRIPS** 1:50 Creative ideas can relieve monotony of car trips. Trips can provide opportunities for quality time.

■ 15: **YELLING** 1:44 Parents, as well as children, need to change in order to break a pattern. Examples & two books which will [illegible]

■ 16: **ALLOWANCES** 1:56 Ways allowances can teach children responsibility. Helping children make good choices, and know what these choices really cost.

■ 17: **HELPING OUT** 1:57 Children who once loved to help grow to be adolescents who become experts at avoiding work. Practical, specific ways to solve this common problem.

■ 18: **CARELESS/DISORGANIZATION** 1:35 Father needs insight on possible reasons for son's behavior. Gives specific ways to help child become more organized.

■ 19: **HEALTHY SNACKS** 1:37 Ways to use a six years old's interests in simple rules & food preparation to break the junk food habit.

■ 20: **HOMEWORK** 1:55 The danger of "busy work" for today's children. Gives information to parents on how to ask pertinent questions, and/or make any needed changes.

■ 21: **AGGRESSIVE SPORTS** 1:54 Conflicts often occur between spouses on the potential values and dangers of competitive sports. Insight and ways to resolve problems.

■ 22: **LATCHKEY CHILDREN** 1:58 Ways to prepare child to stay alone safely after school; provides insight and alternative solutions to this growing problem.

■ 23: **UNWINDING** 1:30 Why some children are grouchy after school, just when parent is busiest. Descibes practical ways to solve this problem and reduce stress.

■ 24: **OVERACHIEVER** 1:40 "Just do your best" may be the wrong thing to say to a stressed child with achiever overdrive. Examples of what to do to reduce frustration/depression.

Please enter my/our order for the following Parent Talk audio cassettes. Price List* 1—$10.00
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Bill SJS Alaska KMH

WAPVI file

Kathy Hurburn

Re Hedgecock grant:

1. Don't have problems with prices - it's hard to estimate when there is no length given. Does price include type or is it just going to be type written camera ready?

2. Do have problems with time for writing, unless it is very structured.

W.E.

?? Will WAPVI Newsletter editor be there MEM. & KMH this be so —

?? Someone from pub. Staff 1 day as consult

MEMORANDUM

RECEIVED
1988
WEG

To: Bill Gallagher and Susan Spungin

From: Kathy Huebner

Subject: Proposal from Henry Hedgecock, Executive Director of NAPVI

Date: 10-19-1988

Attached please find a letter and proposal from Henry Hedgecock. I apologize for the delay, but I thought he sent it to me as a courtesy and sent you the original. At APH I found out otherwise.

In anticipation of your request for opinion from myself and Alana, we have reviewed it and offer the following review.

The proposal reflects a realistic and potentially effective approach to a critical need, legislative and advocacy training for NAPVI. The schedule may need to be modified somewhat. I would anticipate that the writing activities for days 4 and 5 may need to be part of day 3 as well. In addition, I would recommend that the critique session of legislative visits (now scheduled for day 3) be moved up to day 2 immediately following the visits.

Alana and I agree that the two day writing session at the end could be collapsed into one, if they work in the evenings and complete their writing off-site if need be.

I also have some reservations about the proposed budget. The lodging costs are appropriate, as are the transportation. The meals break down to $75. per diem. This is excessive. If we give them $35. per day the total cost for would be $700. If we then provided an additional $40. for each of the 4 members for meals during travel days the total would still only come to $860.; therefore I conclude that they are asking for approximately twice as much as is reasonable. I am not sure I understand the breakdown of costs for the NAPVI fact sheet, resolutions, newsletter, folder and the later costs for publication of the parent handbook. I would recommend that Mary Ellen Mulholland provide feedback as to the appropriateness of these anticipated costs. As they will be working in the Washington office, I see no need to rent a typewriter or computer, I also feel that their estimated cost for such a rental for 3-5 days is underestimated.

In conclusion, both Alana and I strongly recommend AFB's support for this proposal in respect to concept, funding and AFB staff time. We would suggest discussing justification and clarification on the budget. If you have any questions or if we can be of further assistance, please do not hesitate to contact us. Thank You.

cc: Alana Zambone

Attachment: Letter and Proposal from Henry Hedgecock

National Association for Parents of the Visually Impaired, Inc.

• support
• information
• service

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NAPVI is a non-profit organization.

NAPVI's officers and board members serve on a volunteer basis.

RECEIVED
SEP 19 1988
K.M.H.

16 SEPTEMBER 1988

DR. KATHLEEN MARY HUEBNER
DIRECTOR
NAT'L. SERVICES IN EDUCATION, LOW VISION AND ORIENTATION & MOBILITY
AMERICAN FOUNDATION F/T BLIND
15 W. 16TH ST.
NEW YORK, NY 10011

DEAR KATHLEEN,

THIS IS THE GRANT THAT I WAS TALKING TO YOU ABOUT IN MONTREAL. WE WOULD LIKE TO GO IN JANUARY OR FEBRUARY SO THE NEW MEMBERS OF THE LEGISLATIVE WOULD BE ABOARD SO WE COULD MEET THEM.

THIS WOULD BE SET UP WITH ALAN DINSMORE. ALAN AND I HAVE TALKED ABOUT THIS ALREADY.

SINCERELY,

Henry H. Hedgecock

SMS HENRY H. HEDGECOCK
USAF (RET.)
EXECUTIVE DIRECTOR

HHH/TCH
ENC.

Legislative Grant Proposal

National Association of Parents of the Visually Impaired, Inc.

September, 1988

Introduction

The National Association of Parents of the Visually Impaired, Inc. (NAPVI) was established in 1979 at the initiation of and with much assistance from the American Foundation for the Blind. Since its inception, NAPVI has concentrated most of its efforts in locating and involving parents in becoming members. To this end, successful efforts have been made at cooperative relations with educators, rehabilitation specialists, and adult consumers. We have worked hard to encourage the establishment and development of local parent groups particularly, but not exclusively, as NAPVI affiliates.

Our Parent workshops, especially the national conference in Arlington in 1986 and subsequent leadership workshops, have contributed much toward establishing us as the recognized organization of, by, and for parents of blind, visually impaired, multihandicapped/blind, and multisensory impaired (deaf/blind) childred. Our newsletter and other publications have enhanced our members' ability to "take charge" of enhancing their children's possibilities. We have done a great deal to educate our members regarding parents' and children's rights in the IEP process, and to help raise parents' expectations regarding their children's abilities to function independently in the world.

While we are legitimately proud of our accomplishments in these areas, we are aware of several deficiencies. The one we are addressing with this proposal is our inability to adequately respond to Congressional and Executive Branch efforts to reduce the educational and rehabilitation opportunities afforded

OUR CHILDREN. WE HAVE ENACTED SEVERAL RESOLUTIONS, BUT THEIR USE HAS BEEN LIMITED TO PUBLICATION IN OUR NEWSLETTER. WE LACK BOTH THE TOOLS AND THE CONFIDENCE TO COMMUNICATE OUR PERCEPTIONS OF WHAT OUR CHILDREN NEED IN ORDER TRULY TO HAVE AN EQUAL OPPORTUNITY. THIS REQUEST PROPOSES TO BEGIN TO CORRECT THESE DEFICIENCIES.

PURPOSE

IN ORDER TO BE EFFECTIVE ADVOCATES WITH LEGISLATORS, PARENTS NEED A CHOICE OF LEVELS OF PARTICIPATION, AND SAMPLES OF LETTERS FROM WHICH THEY CAN DRAW. WE NEED INFORMATION IN A COMPREHENSIBLE FORM (SIMPLE ENGLISH SPECIFYING HOW A PARTICULAR BILL MIGHT AFFECT MY CHILD).

PARENTS HAVE NOT BEEN CONTACTING THEIR LEGISLATORS, AT THE LOCAL, STATE OR FEDERAL LEVELS IN PART BECAUSE OF THE ABOVE, BUT ALSO BECAUSE WE ARE GRATEFUL FOR ANY SERVICES WE ARE OFFERED AND BECAUSE WE DON'T THINK OF OURSELVES AS "GOOD ENOUGH" OR "IMPORTANT ENOUGH" TO COMMAND THEIR TIME.

PROJECT PROPOSAL

WE PROPOSE TO ASSEMBLE THE NAPVI LEGISLATIVE COMMITTEE, CONSISTING OF THE EXECUTIVE DIRECTOR AND THREE ADDITIONAL CURRENT AND/OR FORMER BOARD MEMBERS, IN WASHINGTON, D.C. FOR A PERIOD OF 5 DAYS.

DAY 1 SHOULD CONSIST OF FORMAL TRAINING BY THE AFB LEGISLATIVE NETWORK COORDINATOR AND HIS STAFF ON CURRENT ISSUES, EFFECTIVE MEANS OF APPROACHING CONGRESSMEN, AND THE ASSEMBLING OF AN INFORMATION PACKET APPROPRIATE TO LEAVE WITH LEGISLATORS.

Day 2 should consist of calling on Congressmen and/or their appropriate staff in teams (preferably in the company of an AFB staff person for the purpose of evaluation). Prior to arriving for this training, each member of the Legislative Committee will have been required to contact one of their Senators and their Representative to arrange these appointments.

Day 3 should involve a critique of the process and effect of these meetings. Each committee member should compose a narrative of their experience, as well as appropriate follow-up letters for committee review. Parents need to write their narrative while we are meeting together to assure content and timeliness of submission.

Days 4 and 5 should be devoted to compiling a parent handbook, including sample letters, narratives (e.g. how I overcame my fears, what kinds of questions was I asked, with what information do I need to be prepared, what to look for in their answer, etc.), how to find out who your representative is, where to write, forms of salutation, etc. A format for presenting workshops on this topic at future NAPVI and affiliate meetings should be developed as well.

Cost Estimates

We are asking for a grant of $7213.00 in addition to AFB staff time for the four members of the Legislative Committee.

5 nights hotel	$1800.00
Transportation	1693.00
Meals	1500.00

LEGISLATIVE PACKET MATERIALS:

NAPVI FACT SHEET, RESOLUTIONS, NEWSLETTER, FOLDER, ETC.	200.00
RENTAL OF TYPEWRITER OR COMPUTER FOR DAYS 3-5	50.00
PUBLICATION COST OF PARENT HANDBOOK (1000 COPIES TO GIVE TO PARENTS)	1970.00
	$7213.00

Henry H. Hedgecock

HENRY H. HEDGECOCK
USAF (RET.)
EXECUTIVE DIRECTOR

American Foundation for the Blind, Inc.

15 West 16th Street, New York, New York 10011 (212) 620-2000 Founded 1921

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Counselor
1924-1968

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July 22, 1988

Ms. Eilleen Hudson, President
National Association for Parents
of the Visually Impaired
2180 Linway Drive
Beloit, Wisconsin 53511

Dear Eilleen:

It was really good to talk to you in Montreal. Please keep Susan and I informed about the newsletter situation and what we can do to help. I am really pleased that there are so many opportunities for NAPVI to exhibit at various conferences. I know it is very expensive, and, of course impossible for one or two people to handle. I do think that some sort of approval/selection process by the board for where to travel is very important. Furthermore, I think that it is critical that the nearest board member be responsible for the exhibitions rather than you or Henry doing so much traveling. Not only would this save money, but it should help with public relations because people would meet a variety of members -- and those members would be from their areas or near it. With all of the wonderful regional diversity across the country, I think it helps when people meet other parents from their own region. Perhaps the Executive Committee could draw up procedures for deciding where to go and deciding who should go.

I will be happy to visit the office whenever it can be arranged. Perhaps we can discuss ways to further involve the Board members in the work of the organization. Henry is so conscientious and so wonderfully efficient that he may wear himself out, not to mention that "a busy Board is a concerned Board". I think that there timeliness on sending reports and so forth to you speaks well of their willingness to work.

Tom Miller asked me to inform you that, if you are interested, he has developed new materials for parents and adolescents on sexuality and social skills. Perhaps he could be on the program for the conference. It sounds as if his stuff is good and he's willing to participate if you can use him.

Well, there is not much news. I will be back from travel around August 20. Please take care of your health and stay well.

Alana

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July 21, 1988

Henry Hedgecock
2895 State Road
Rt. 49, Box 426
RD #2
Blossvale, N.Y. 13308

Dear Henry:

I am enclosing a list of the members of both the House and Senate Subcommittees on appropriations for the Departments of Health and Human Services, Labor, and Education.

As we discussed, I think it would be a good idea for you to encourage your members to thank the Subcommittee members, or at least the chairs, for their support and indicate that they want to work with the members in the future to secure an increase for APH funding.

The appropriations bills for Department of Education will go to conference early next week with no possibility that there will be a significant change for APH funding.

For your information, Congress will recess once again from August 15 through September 6 for the House. Congress will adjourn on October 5 or 6.

Sincerely,

Alan M. Dinsmore

Alan M. Dinsmore
Legislative Network
Coordinator

Encl: (1)
bcc: ✓A. Zambone
B. McGarry

NAPVI Legislation

American Foundation for the Blind, Inc.

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July 8, 1988

Mr. Henry H. Hedgecock
2829 State Rd.
Rt. 49
RD#2
Blossvale, N.Y. 13308

Dear Henry:

When you were here for the task force meeting on NAC you mentioned that NAPVI would like to consider the possibility of something like a legislative day in Washington. We did not have the opportunity to discuss this in detail.

I think if there were a limited number of people involved this would be fairly easy to arrange. Usually these sessions consist of visits to the offices of selected Members of Congress and one or two key members of the Executive Branch, followed by a debriefing session back at the office.

Please let me know if this is similar to what NAPVI has in mind. I'd be happy to set something up. Although, it might be a good idea to wait until after the election. The 101st Congress will have to decide on committee memberships and the all-important chairmanships. After they get that sorted out, it would be a good time to organize something.

Sincerely,

Alan

Alan M. Dinsmore
Legislative Network
Coordinator

AMD:wp

bcc: A. Zambone
S. Marshall

RECEIVED
JUL 12
A.M.

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August 26, 1987

Ms. Keitha Robinson
2607 Dana
Waukegan, IL 70087

Dear Keitha:

I have enclosed a fact sheet prepared by Liz Savage from the governmental relations office of the Epilepsy Foundation on the Parental and Medical Leave Act which you might find handy for the NAPVI newsletter.

I have also enclosed a copy of the Department of Education notice of final regulations for section 624 programs under the Education of the Handicapped Act. The summary and supplementary information section explains this action.

The bill number for Senator Kerry's bill is S.1586.

Sincerely,

Alan M. Dinsmore
Legislative Network Coordinator

Encl: (2)

bcc: A. Zambone w'out enclosures

RECEIVED
AUG 28 1987
A.M.Z.

Central Pennsylvania Assoc.
Parents of the Visually
Impaired
2929 Gettysburg Rd.
Camp Hill, Pa. 17011

R. Paul Thompson
Office of Special Education
400 Maryland Ave.
Washington, DC 20202

Copy

Dear Mr. Thompson:

We, the members of the Central Pennsylvania Association of Parents of the Visually Impaired, grandparents, parents and educators of visually impaired children are writing to comment on the proposed regulations for P.L. 99-457, Education of the Handicapped Act Admentments of the 1986, Title I, Handicapped Infants and Toddlers, Part H. We have identified the following sections as areas of concern.

Section 303.10 Early Intervention Services.

We recommend that vision screening, vision stimulation and visual efficiency training, be specifically included in the list of early intervention services.

We recommend that identification of vision therapists and educators certified in the ares of visual impairments be added to the list of Qualified Personnel providing early intervention services.

These changes are necessary in order to prevent states from limiting vision services to affected infants and young children with visual impairments and to protect their families from unnecessary burden of proving to states that vision services need to be included with other early intervention services.

Section 303.13 Infants and Toddlers with Handicaps.

We recommend that the presence of a visual impairment either suspected or identified be listed as GUARANTEEING access to early intervention services.

This change is necessary because developmental delays do not always occur within the first year of life for visually impaired children as measured by standards of a seeing population. Therefore, they may be excluded from early intervention services until their development falls behind. Consequently early intervention services are necessary for visually impaired children at the time of diagnosis.

We recommend that visual impairment be defined as including visual problems of all natures including but not limited to those identified by measures of visual acuity and visually evoked responses.

This is necessary because it is often difficult to provide an accurate measure of vision in young infants and children.

Section 303.66 Meeting the IFSP requirements.

We recommend, for children with visual impairments, that a vision therapist and a special educator certified in the area of visual impairments be included as members of the multidisciplinary team.

This is necessary in order to adequately evaluate, assess, and develop the IFSP and to protect those children with visual impairments who are denied appropriately qualified educators for geographical, inadequate funding or other reasons.

Section 303.69 Content of IFSP.

We recommend that a statement of the present level of visual functioning be included in the Individualized Family Service Plan.

This is necessary because all children with at risk or disabling condictions should be screened for possible vision problems.

Section 303.73 General.

We recommend that comprehensive multi-source and multi-measure testing i.e. medical and functional/behavioral assessments, be specifically identified for evaluation, assessment and program development.

For very young children an ophthalmological evaluation may not be sufficient to determine a need for early intervention services. Consequently a functional/behavioral visual assessment is also necessary in order to adequately safeguard that young children with vision problems are tested and identified properly.

In conclusion, we applaud your efforts at drafting legislation for early intervention services and make these recommendations so that infants and young children with visual impairments be specifically included in the population to receive these services, and that the tools for implementing these services are defined. We respectfully request your consideration of our comments.

Very truly yours,

Please, we thought you might like a copy of our response.

Gayle M. Fouchaux, Pres.
(717) 938-4435

Central Pa. Assoc. of Parents
of the Visually Impaired
NAPUI Affiliate

cc Sen H. John Heinz, III
Sen Arlen Spector
Rep George W. Gekas
Rep William F. Goodling

National Association for Parents of the Visually Impaired, Inc.

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January 8, 1988

Mr. R. Paul Thompson
Office of Special Education Programs
U.S. Department of Education
400 Maryland Avenue, S.W.
(Switzer Bldg., Rm. 4605; M/S 2313-4600)
Washington, D.C. 20202

Dear Mr. Thompson:

My husband and I are the parents of our six year old visually impaired daughter, Emily. I am also the chairperson of the advocacy committee of the Rhode Island Parents for the Blind and Visually Impaired, and Region I Board Director of the National Association for the Parents of the Visually Impaired. Although I have been a special education teacher, I speak to you now as a parent of a child who is visually impaired.

I am commenting specifically on the implementation of: **Pub.L. 99-457, Education of the Handicapped Act Amendments of 1986, Title I, Handicapped Infants and Toddlers, Part H.**

In regards to the total law itself, I feel:

1-it is a positive statement about the role of children with disabilities and their families in society,
2-it recognizes the role of the parent and family in the development of young children,
3-it recognizes the importance and <u>necessity</u> of early intervention of children with disabilities and facilitates provision of intervention for all children.

However, in leaving such variables of the law as eligibility and program model up to each state, there is an extra burden placed on families of children with low prevalance impairments because they must advocate at many levels to assure that their children have access to a full range of appropriate services.

Personally, in Rhode Island, my daughter received early intervention services with no vision services. They thought that she was at-risk because she was visually impaired, but did not feel that vision therapy education was not critical in her development. Does that make sense? I being a special education teacher knew that she needed an infant vision teacher and went out of state to receive private services. The question is: "What happens to those parents who are not special education teachers?"

I would also like to further comment on the specifics of the law:

Section 303.13 Eligibility of Services

1- The law should list the presence of a suspected or identified visual impairment as guaranteeing access to early intervention.

2- The law should provide guidelines in defining visual impairment according to several different criteria, not just acuity measures or visual evoked response measures. The definition should include a listing of visual diagnosis, eye conditions, and functional vision behavior.

Many states who use developmental delay as the eligibility requirements do not include those children with vision impairments. Also, as in my daughters case her peripheral vision, lack of depth perception and sensitivity to light greatly effects her functional vision. Developmental delay and acuity testing is just not inclusive for a child who is blind of visually impaired.

Section 303.13 Early Intervention Services

3- The law should include in the list of services vision screening, vision stimulation and visual efficiency training.

4- The law should include in the list of qualified personnel vision therapists and educators certified in the area of visual impairments.

Specifically in Rhode Island, many professionals have interpreted the lack of terminology of vision personal and services as that they are not critical to included in a child's program.

Section 300.14 Individual Family Service Plan

5- The law should on the list of team members vision therapists and special educators trained in visual impairments and blindness.

Section 303.13 and 303.65 Individual Family Service Plan

6-The law should include a statement of present level of visual functioning in the individual family service plan.

For the above reasons, vision professionals should be a team member

and included in the Individualized Family Service Plan in order for a comprehension plan to be written and implemented.

Section 303.73 Procedural Safeguards

7- The law should specify the procedural safeguards and tie them closely to the procedures for the individual family service plan, particularly in relation to vision screening and evaluation.

8- It should also describe what constitutes comprehensive and effective vision screening, and medical and functional/behavioral assessment, and safeguards to assure that they occur.

Loss of vision expands the total scope of the law when the loss of vision is adequately addressed. Particularly important is that the assessment/placement/program development should be based on a comprehensive, multi-source, multi-measure evaluation of vision and vision functioning.

Summary

P.L.99-457 is a significant step to assuring that infants and their families are served appropriately in their individual states. Unfortunately, it neglects the specific needs of blind and visually children, which is expressed in the enclosed poem.

Sincerely,

Susan Fraser-Perrotta

Susan M. Fraser-Perrotta, M.Ed.

CC: Senator Pell
Senator Chaffee
Representative Schneider
American Foundation for the Blind

Mr. R. Paul Thompson
1/8/88

99-457 Comments
Fraser-Perrotta

Discrimination Against Blind And Visually Impaired Children

PL 99-457 and PL 94-142

Are you telling us that it is better
to have a child that is deaf or hard of hearing
than **blind or visually impaired?**

Is the message that you get more comprehensive services
if your child is deaf or hard of hearing
than **blind or visually impaired?**

In PL 99-457 you included.....
Speech Pathology and Audiology,
but not.....
Low Vision Therapy and Education, and
Orientation and Mobility Training.....Why?
you included.....
Speech and Language Pathologists, and Audiologists,
but not.....
Low Vision Specialists and Educators, and
Orientation and Mobility Specialists.....Why?

Many states under PL 94-142 have interpreted the **exclusion of vision** related terms and services as not being necessary or valuable. It can not be left up to the discretion of each individual state. Many interpret the minimal requirement for the good of their budget **at the expense of my child.**

But tell me.....
Is it better not to hear or not to see?

Tell me, people who make the laws.....

And then,.....

Tell my blind child.....Why?

Susan Fraser-Perrotta
January 1988

American Foundation for the Blind, Inc.

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November 2, 1987

Ms. Keitha Robinson
2607 Dana
Waukegan, IL 60087

Dear Keitha:

I thought you should have a copy of the enclosed letter to Henry Hedgecock and the attachments. I think that both of these items should be considered for the NAPVI newsletter since, in the case of the teacher preparation issue, you will also have an opportunity to comment when the notice of proposed rule-making appears, and the deadline for Department of Transportation comments on the advanced notice of proposed rule-making is December 30.

To save long distance phone charges, I will give you a call towards the end of this week to see if you would like any assistance on these items.

Sincerely,

Alan M. Dinsmore
Legislative Network
Coordinator

Encl: (3)
cc Alana Zambone without enclosures

AMD:wp

P·R·O·J·E·C·T

LEAP

LEGISLATIVE
EDUCATION &
ADVISORY
PROJECT

October 27, 1987

ACTION ALERT!!

To: Members of AER's Division 17 - Personnel Preparation

From: Kathleen Megivern

Enclosed is a very important document from the Office of Special Education and Rehabilitative Services concerning the drafting of proposed regulations on Section 631 of the Education of the Handicapped Act (Personnel Prep). This is an invitation to comment prior to the issuance of proposed rules - a chance to have an impact on what will appear in those proposed rules. Please read through this document and respond by mid-December. Also, please be sure to send AER a copy of any comments which you prepare.

Please note on the last page (#4), the specific "Program Administration" issues that are raised. During a recent meeting at OSERS, we were warned that if you have any reaction to these items you should be sure to comment since they are being very seriously considered.

One issue which is not raised in this document but which Tom Bellamy has indicated is being promoted by some is the idea that OSERS should not fund any personnel prep program which uses field placements in "segregated settings." This, of course, is yet another effort to get at the residential schools and you should include comments on this subject. Especially if your program has used such field placements, please comment upon the value of these experiences. For a change, we have a chance to speak out on this before it makes it into policy form, so let them hear from us!!

cc: AER Board of Directors
AER Legislative Committee

American Foundation for the Blind, Inc.

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November 2, 1987

Mr. Henry Hedgecock
Legislative Chair
National Association of Parents
of the Visually Impaired
2895 State Road
Rt. 49, Box 426
RD #2
Blossvale, New York 13308

Dear Henry:

I have enclosed two items which I think might interest you.

The first is an advanced notice of proposed rule-making from the Department of Transportation. I think that NAPVI might wish to prepare some comments because of the number of visually impaired students who probably use mass transit services. There is a long fuse on this one, comments are not due until December 30. Please let me know if NAPVI will prepare comments and if you would like any assistance from Alana Zambone or from me.

The second item is of less direct concern since it really affects the teacher preparation programs. However, NAPVI should certainly be aware of the issue as outlined in the AER legislative alert cover letter. I think you should seriously consider NAPVI involvement mainly because the Department of Education does listen to parent groups. Let me know if you would like us to assist here too.

Sincerely,

Alan M. Dinsmore
Legislative Network
Coordinator

Encl: (2)
cc: Alana Zambone with enclosures

AMD:wp

DEPARTMENT OF TRANSPORTATION

Office of the Secretary

49 CFR Part 27

[Docket 45162 Notice No. 87-19]

Nondiscrimination on the Basis of Handicap in Department of Transportation Financial Assistance Programs

AGENCY: Office of the Secretary, DOT.

ACTION: Advance notice of proposed rulemaking.

SUMMARY: The Department of Transportation is considering whether it would be advisable to amend its regulation on nondiscrimination on the basis of handicap in DOT-assisted programs, as that regulation affects mass transit services, to require transit operators to provide additional accommodations or services to persons with developmental disabilities, other mental impairments, or visual impairments on their service for the general public. This Department seeks views and information from interested persons on this matter.

DATES: *Comment closing date:* Comments should be received by December 30, 1987. Late-filed comments will be considered to the extent practicable.

ADDRESS: Comments should be sent to the Docket Clerk, Docket No. 45162, Room 4107, Department of Transportation, 400 Seventh Street SW., Washington, DC 20590. Commenters wishing the receipt of their comments to be acknowledged should enclose a stamped, self-addressed postcard with their comment. The docket clerk will time and date stamp the card and return it to the commenter.

FOR FURTHER INFORMATION CONTACT: Robert C. Ashby, Deputy Assistant General Counsel for Regulation and Enforcement, Department of Transportation, 400 Seventh Street SW., Room 10424, Washington, DC 20590, (202) 366-9306 (voice); 202-755-7687 (TDD).

SUPPLEMENTARY INFORMATION: This advance notice of proposed rulemaking (ANPRM) concerns accommodations for persons with developmental disabilities or other mental impairments on the mass transit services for the general public operated by recipients of Federal financial assistance from the Urban Mass Transit Administration (UMTA). The notice also seeks comment on accommodations on mainline mass transit services for persons with impaired vision or hearing. This notice concerns ways of assisting persons with these kinds of disabilities who are otherwise able to use mainline transit services. This notice does not focus on special service systems established to provide transportation for persons who, by reason of a disability, are physically incapable of using the mainline services.

If rulemaking is undertaken as a result of this notice, the rulemaking would involve an amendment to the Department's rule on nondiscrimination on the basis of handicap in federally-assisted programs (49 CFR Part 27). Because the issues involved in this notice pertain to individuals who are physically able to use mainline transit systems, the Department does not anticipate that the costs of complying with new regulatory requirements resulting from this section would be eligible expenses in the calculation of the limit on required expenditures under § 27.99 of that rule. Eligible expenses for purposes of § 27.99 are intended to be those specifically incurred for service to persons who, by reason of handicap, are physically unable to use mainline transit systems.

It is likely that there are a number of persons with developmental disabilities or other mental impairments who (1) are not, because of a disability, physically incapable of using mainline mass transit services; (2) function at levels sufficient to make independent travel possible; and (3) may need some accommodations or assistance to make independent travel on mainline transit systems feasible on a regular basis. In the Regulatory Impact Analysis for the Department's May 23, 1986, final rule on mass transit services for persons with disabilities, the Department estimated that there could be up to four million people nationwide in this category. The Department is interested in learning from commenters if there are more precise estimates of this population available.

At the present time, 49 CFR Part 27 does not include any specific provision for special accommodations to assist persons with developmental disabilities or other mental impairments in using mainline transit services. The Department and UMTA have never interpreted any of their regulations as requiring such accommodations. Consequently, it is the Department's view that, in order to impose such requirements, it would be necessary to amend its regulations. This notice seeks comment on whether such an amendment is appropriate and, if so, what it should provide.

There are, in the Department's regulations, some provisions concerning persons with vision and hearing impairments. For example, 49 CFR 27.87(b)(4) requires recipients to make information about routes and schedules available in a form that such persons can use. The Department has also noted that, in some circumstances, the absence of accommodations for blind persons on the regular bus system (e.g., calling out stops on a regular basis), could make blind persons eligible for special service under 49 CFR 27.95(b)(1). However, there are no explicit requirements for special accommodations for persons with vision impairments on mainline transit vehicles.

The first area in which special accommodations might be made is the provision of information to riders. Blind riders, as well as persons with developmental disabilities or other mental impairments whose cognitive ability to recognize stops is limited, may need a reliable, regular system for announcing upcoming stops in order to make regular, independent use of mainline transit service feasible.

For example, often, two or three buses will stop at the same time at the same bus stop. Persons with these disabilities may need assistance in recognizing the proper bus to enter. Announcements, or some other means of letting passengers who, as the result of a disability, cannot see or read the route signs on the bus, may be necessary in order to allow such persons to get on the right bus consistently.

The Department seeks comment on the merits of a requirement for accommodations of this kind. Are accommodations of this sort really needed, or are persons with disabilities of these kinds able (with or without special training) to use regular transit services in the absence of the accommodations? Would announcements of this kind be effective in assisting persons with visual or mental impairments to use regular mainline transit systems? What modifications to existing vehicles and practices would be necessary to make these accommodations? What differences between different types of transit systems (e.g., bus vs. commuter rail) are relevant for this purpose? What are the costs and benefits of various approaches likely to be?

Another area of concern is training. First, it is possible that additional training for vehicle operators and other public contact personnel could be useful in helping the employees recognize the needs of people with visual and mental disabilities and respond appropriately to those needs. Second, it is possible that training for disabled passengers would enable them to use the system more easily.

In both cases, what should the content of the training be? How effective would it be in helping drivers and other public

contact personnel to assist disabled passengers or helping disabled passengers cope with the system? What benefits could be expected? Who should be trained, for how long, and how often? Are there existing models for such training on which the Department could build in establishing a training requirement? Who should provide and pay for the training and how much would it cost? Should there be Federal standards for such training? Would a brochure or pamphlet designed to assist persons with mental disabilities in using the system be a useful device, either in addition to or in place of training?

With respect to persons with vision impairments, developmental disabilities, or other mental impairments, it is possible that some alteration in the signage or graphics on vehicles or bus and rail stops might be useful in facilitating ridership. The Department has very little information on this point. Are there any studies that indicate what sorts of changes to signage or graphics, if any, would facilitate the use of transportation systems by such persons? What incremental benefits in the use of mainline transportation systems would enhanced signage or graphics have for persons with developmental or other mental disabilities? Are such changes feasible on the scale of an urban mass transit system? What are the likely costs of making them?

The Department is aware that there may be other accommodations which would facilitate the use of mainline transit systems by persons with developmental disabilities, other mental disabilities, or vision impairments. The Department seeks comment on what such other accommodations are, as well as on their necessity, effectiveness, feasibility, benefits and costs. The Department also seeks comment on what accommodations might be needed for persons with other kinds of disabilities (e.g., hearing impairments) who are able to use mainline transit services.

The Department has concluded, tentatively, that a proposed rule resulting from this ANPRM would not be a major rule under Executive Order 12291 or a significant rule under the Department of Transportation's Regulatory Policies and Procedures. Based on comments received, the Department will determine whether the economic impacts of such a proposal would be sufficient to warrant the preparation of a regulatory evaluation o regulatory flexibility analysis, should a notice of proposed rulemaking be issued.

List of Subjects in 49 CFR Part 27

Handicapped, Mass transportation.

Issued this 15th day of September, 1987, at Washington DC.

Elizabeth Dole,

Secretary of Transportation.

[FR Doc. 87-22724 Filed 9-30-87; 8:45 am]

BILLING CODE 4910-62-M

Quality and Needs in Special Education Personnel Preparation: An Invitation for Comment

The 1986 Amendments to the Education of the Handicapped Act (Public Law 99-457) include several modifications of the Training Personnel for the Education of the Handicapped program (Part D, Section 631). These changes provide an opportunity for persons interested in special education, related services, and the Office of Special Education Programs (OSEP) to evaluate the effectiveness of current personnel preparation efforts and to make any needed adjustments in regulations. The changes in the statute call for new efforts to reduce teacher shortages by careful targeting of competitions to areas of present and projected needs, and by those efforts to ensure that qualified personnel result from these efforts. Similar concerns are apparent in the national debate on educational improvement, which has placed teacher preparation at the heart of both school reform programs and efforts to avoid predicted teacher shortages.

The Training Personnel for the Education of the Handicapped program currently provides support for over 850 personnel preparation projects. These projects train special education teachers and administrators, related services personnel, leadership personnel, volunteers, and parents to assist children and youth with handicaps receive a free appropriate public education. The program supports education at all degree levels.

The immediate task for OSEP is to formulate regulations which will govern the grant programs under section 631 of the statute. This paper requests comments from all individuals and groups interested in submitting recommendations during the preliminary stages of rulemaking that will ultimately govern this program. Specifically, OSEP requests assistance in defining specific changes in the current regulations for this program that will accomplish two objectives: (1) to improve the quality of personnel preparation efforts, so that graduates are equipped with the skills needed to improve the quality of services received by children with disabilities; and (2) to target Federal resources in areas of present and projected need, so that personnel shortages are eliminated or avoided.

Improving Quality of Personnel Preparation

Every parent knows the difference a good teacher makes in a child's progress in school, and the professional literature provides any needed support for this presumption (HECSE, 1984; Smith-Davis, Morsink, and Wheatley, 1984; Task Force on Teaching as a Profession, 1986). The quality of personnel preparation programs is, in the final analysis, a matter of producing graduates who can make a difference in the lives of children with disabilities. Consequently, the effort to improve the quality of personnel preparation reduces to two essential questions: (1) What kinds of personnel preparation program produce such teachers? (2) How should OSEP structure its grant programs in personnel preparation to stimulate the development of these programs?

OSEP's previous planning efforts reflect an extensive search of the literature on features of personnel preparation programs that are most likely to produce highly qualified graduates. Such features as quality and productivity of program faculty, involvement of faculty and students in local school improvement efforts, access to exemplary programs for practicum sites, extensive field supervision, organization of the curriculum around specific competencies, and regular collection and use of program evaluation data have been frequently recommended and broadly accepted as critical to training program quality. What additional training program features should OSPE encourage?

Once desired program features are identified, the next task is to determine how OSEP's personnel preparation program should be structured to encourage applicant agencies to adopt these quality features. This may involve, for example, submission requirements for all applicants or selection criteria that make it likely that funded projects will have the desired features. Recommendations for strengthening program structure may include: providing longer award periods to enhance stability of training efforts; emphasizing quality of practicum training sites as a major selection criterion; requesting data on program performance (e.g., number of student applicants, number of graduates, number of graduates employed within one year of graduation, publications of faculty) as part of the application process; and using longer term evidence of the effectiveness of a university's training program in decisions about funding. What recommendations would best strengthen the quality of training programs and skills of their graduates?

The following questions may guide discussion about the quality issue and stimulate recommendations:

What formal training and experiences related to project content can the applicant demonstrate?

What experiences as a trainer can the applicant demonstrate?

What evidence of productivity in personnel training, e.g., research or infusion of professional standards can the applicant demonstrate?

How does curriculum provide for mastery of pertinent competencies?

How can students be assured of access to quality faculty?

How are students exposed to cooperative relationship among IHEs, SEAs, and local schools?

How can employer satisfaction be measured?

What types of outside evaluation strategies are most effective?

How cost efficient is the input/output process?

Eliminating Personnel Shortages

The quality of a personnel preparation program will ultimately be measured by the extent to which its graduates are qualified for job vacancies that exist in the nation's schools. The tie between program quality and personnel needs has long been of importance to OSEP, and Public Law 99-457 underscores the importance of that relationship. Job vacancies exist because of attrition and due to normal turnover, program expansion, program upgrading, demographic shifts, and other such factors. Identifying and anticipating these changes in personnel needs are critical to the successful operation of training programs and are a wise investment of personnel preparation funds by OSEP.

The most efficient and effective personnel preparation program would accurately identify present and projected personnel needs in the area served by the program, and would alter its program accordingly. If personnel preparation programs are to be successful, they must accurately respond to established personnel needs. Ideally, they would not only respond to current data, but would also have the capacity to anticipate shifts in personnel needs, and would be able to alter their programs accordingly. They would produce a stable, even flow of competent professionals, while maintaining a flexibility to respond to changing needs. LEAs would be able to consistently and readily recruit appropriately trained individuals. Personnel shortages that relate to specific geographical considerations would also be addressed through such training programs. Geographical determinants would provide a focus and a necessary dimension to training programs.

Two general questions relate to OSEP's ability to target personnel preparation resources so that shortages are reduced and avoided: (1) What data and other indicators should be used to describe and predict job availability and personnel shortages in special education? (2) How should OSEP use these data in deciding which applications should receive federal support?

To define personnel needs, the program now relies on data submitted by applicants, which is expected to reference proposed training activities to needs defined in the State's Comprehensive System of Personnel Development (CSPD). Differences among States in the development and use of the CSPD make decisions about relative need in different program or geographical areas extremely difficult. To use these data in making application funding decisions, OSEP now relies on the peer review process, asking reviewers to rate the extent to which applicants have documented a need for the proposed training activities. The results are not entirely satisfactory, with concentrations of training funds in some States and specialty areas, and relatively little support in others.

Recommendations to improve targeting personnel preparation funds to reduce and avoid shortages have included: giving State education agencies a greater role in identifying which projects address needs; collecting data on needs through a separate, federally-funded project; separating the review of applications, so that ranking for quality and for needs are done independently by specialists in each area; and holding competitions by region, to ensure equitable distribution of funds. Will these or other strategies be effective in focusing OSEP's resources so that shortages are avoided?

Program Administration

In addition to the opportunity to improve program quality and avoid shortages, the rulemaking process provides the opportunity to address general issues related to program administration. The questions below reflect some of the suggestions that have been made related to overall program administration. Comments are requested on these and related issues:

- Should grants under the Training Personnel for the Education of the Handicapped program support the maintenance of university programs, or primarily support the development of new programs?
- Should trainees be required to repay the Federal government for all student financial assistance received through grants?
- Should professors who are financially supported by the university/State government be eligible for support under the Federal grant program?
- Should grants be awarded only to institutions that provide evidence over time of good recruitment strategies and retention history?
- Should grants be awarded only to institutions that give evidence of a strong dynamic relationship between and among State education agencies and local education agencies?

We can afford to sacrifice neither quality improvement nor shortage prevention if public funds are to be invested wisely in special education personnel preparation. Our collective task over time is to create a stable workforce of highly qualified professionals who can ensure that the guarantees of Public Law 94-142 are translated into tangible benefits for children with disabilities who are served in the nation's schools.

In order to have final regulations for this program in effect before competitions for FY 1989 funds, OSEP must prepare a Notice of Proposed Rulemaking this December. We will take all comments received before December 1, 1987 into account as these regulations are developed. Thank you for your participation in this important process.

American Foundation for the Blind, Inc.

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HELEN KELLER
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Equal Opportunity Employer

August 19, 1987

Henry H. Hedgecock
2895 State Road
Rt. 49, Box 426
RD#2
Blossvale, N.Y. 13308

Dear Henry:

I am glad that we had the opportunity to meet during the NPAVI conference in Philadelphia.

During the course of our conversation we agreed that one way in which I could help would be to forward information on events in Washington.

I have enclosed a copy of an announcement and some attachments from CCDD's Education Task Force which pertains to an upcoming Office of Special Education Programs meeting to deal with monitoring and compliance issues.

You may find that attachments somewhat cryptic if you do not have the compliance manual at hand. However, I think the notes give the flavor of concerns about monitoring and compliance issues.

I will be attending the meeting and will let you know what happends.

Sincerely,

Alan M. Dinsmore

Alan M. Dinsmore
Legislative Network
Coordinator

Encl: (1)
cc: K.Huebner
A. Zambone

Consortium for Citizens with Developmental Disabilities

AUG 1? 1987

TO: CCDD EDUCATION TASK FORCE

FROM: Justine Maloney, Monitoring Subcommittee

SUBJECT: Meeting about OSEP Task Force on Monitoring

DATE/TIME: Aug 25, 1987; 11:30 AM

PLACE: Mental Health Law Project, 2021 L St NW, 8th floor

A meeting of the CCDD Education Task Force will be held at the Mental Health Law Project Conference Room on Tuesday August 25 - 11:30 - 1 - to discuss CCDD input into the OSEP Task Force to "conduct the first annual validation review of our system for monitoring States' compliance with the regulations of part B of the Education of the Handicapped Act." This Task Force, which "will include representatives from SEA's, parents, advocates, OSEP staff and other individuals who have strong interests in compliance monitoring", is to meet on August 26 and 27.

At a meeting with the CCDD Subcommittee on Monitoring in April, Dr. Bellamy asked that the names of two CCDD representatives to the Task Force be submitted to his office. The list of participants has not yet been officially released. However, several Education Task Force members have been asked to serve on the OSEP Task Force.

The Education Task Force Chairs would like to have your comments and recommendations on how the process can be improved before going to that first meeting. Please read the attached notes on the Subcommittee discussion of questions to be sent to Dr. Bellamy before the meeting and the questions discussed at that meeting on April 15 and be prepared to make further recommendations. If you cannot make the meeting, please send your comments to me* by August 25th.

Thank you. See you on the 25h.

Maloney, 3115 No. 17 St, Arlington VA 22201. tel 243-2614

CCDD EDUCATION TASK FORCE MEETING, 2/5/87
FEDERAL MONITORING FOR COMPLIANCE WITH 94-142

QUESTIONS ABOUT CURRENT STATUS OF MONITORING EFFORTS
COMMENTS/QUESTIONS ABOUT THE NEW (WINTER, 1986) COMPLIANCE MANUAL
COMMENTS/QUESTIONS ABOUT AMENDED STATE PLAN REQUIRED UNDER EHA/86

CURRENT STATUS OF MONITORING EFFORTS

* How many final monitoring reports are ready.... how to get them

* How can we get the first drafts of report of the monitoring team to the states? Thru State Special Ed Advisory Com; P & A?? Freedom of information act once mailed?

* Has a 1987 schedule for monitoring visits to states been made Are the OSEP timelines being followed??

* How are the public hearings going?? Are the timelines for notifying professional groups and other advocates being met?

* Have the parent training centers begun to train parents on how to prepare for monitoring visits as promised by Madeleine Will?

* Are the monitoring visits effective, or are they an exercise in futility? Have any monitored states changed their policies, etc? Would it help if there were more monitoring teams? Is OSEP committed to enforcing monitoring requirements?

1986 GUIDELINES FOR COMPLIANCE

The relatively brief (43 pgs) manual covers six areas - SEA Monitoring, General Supervision, LRE, IEP, Due Process and Surrogate parents- and makes the same distinction between statutory/regulatory requirements and suggested methods (*).

QUESTIONS ON SEA MONITORING

* How is complaint data collected?.... what is a reasonable period of time for collection of information? (ref p 9)

* SEA is supposed to withhold payments to LEA's which fail to correct deficiencies in program operations (p 12) ...WHAT DO THE FEDS DO TO STATES WHICH FAIL TO CORRECT DEFICIENCIES?

QUESTIONS ON GENERAL SUPERVISION

* How can SEA's require binding commitments from other state agencies unless state law requires it??? Is there a need to set timelines for passage of state laws to comply with the federal law as was done with 94-142?

* Dissemination of information (17): do the the feds plan to offer technical advice on how this is to be done...RRC's, Parent Training Centers??

* Many State Special Ed Advisory Councils are not meeting their mandate to comment on state plans, policies, guidelines, or advising the SEA of unmet needs.(19) Minutes of their meetings are often not readily available. DOES OSEP PLAN TO OFFER TA TO HELP SEAC'S BECOME MORE EFFECTIVE?

* State used to set standards for "qualified" personnel (21). Where do the standards in EHA/86 fit in?

QUESTIONS ON LRE

* SHOULD Item 6 (p 28), training of regular educators, be amended to point out that EHA COVERS HANDICAPPED CHILDREN IN REGULAR CLASSROOMS, AND THAT FAILURE TO FOLLOW A STUDENT'S IEP IS A VIOLATION OF P.L. 94-142 WHICH CAN RESULT IN THE LOSS OF FEDERAL FUNDING!!!

* The list of continuum of services (p 24/25) is incomplete.. it omits special classes, special schools, and home instruction,

* Dissemination of information on Best Practices (28). Could OSEP encourage SEA's to send information to the SEAC, P & A, and Professional and other Advocacy groups?

QUESTIONS ON IEP

* OSEP should make it clear that accomodations for participation in the regular classroom written into the IEP are legally binding and that failure to make these accomodations is a violation of P.L. 94-142.

* The SEA should be providing training on the mandates for the IEP to administrators and guidance counselors.

DUE PROCESS

* Should OSEP be offering TA on MEDIATION as an alternative?

****

AMENDMENTS TO ALL STATE PLANS DUE MAY 15, 1987
STATUTORY REQUIREMENTS OF EHA/86

On Dec. 30, OSEP sent a notice to all Chief State School Officerstelling them that the statutory requirements of EHA/86 require that every state plan be amended by May 15, 1987 in order for the state to recieve its 94-142 money in June (July?). It may not be necessary for public hearings to be held before that date as long as one is scheduled in the amendments. (per Max Mueller, acting dir, DAS)

Amended state plans must include

* Policies and Procedures for interagency agreements

* Personnel standards.... higher than current standards???

* assurance on onsupplanting of funds...what about Will's reg ed intitiative...waivers?

* use of 20% funds for monitoring and compliance...TA from OSEP?

* state not allowed to reduce medical or other assistance from other state agencies.

* sharing of costs of education of handicapped children

* recommendation that provisions of the HCPA be described in plan.

Comments submitted by Justine Maloney, ACLD tel 703/243-2614

Meeting Catalog - DAS Staff April 15, 1987

MONITORING ISSUES OF CONCERN TO THE CCDD MONITORING SUBCOMMITTEE
UPDATE PER APRIL 13 MEETING
(Green-Roth, Hanft, Maloney, Marchand, Savage)

I. NOTIFICATION OF PUBLIC HEARING

PROBLEM: TIMING OF NOTICE OF PUBLIC HEARING: Lead, Savage
In some states, advocacy, parent and professional groups reported that they received the letter announcing the public hearings to be held by monitoring teams a week or less before the hearings - not 12 weeks before as listed in the SEP Procedures Manual posted onSpecialnet, April 25, 1986.

RECOMMENDATIONS: That*

(1) when the intial notification of the monitoring visit is made, the state Protection and Advocacy Agency be asked to follow up with all interested groups within the state

(2) national offices of interested groups be notified of the upcoming monitoring vist to individual states.

(3) a copy of the list of groups to be notifed about the monitoring visit be sent to the CCDD Monitoring subcommittee so it can submit the names of groups omitted from the state-generated list to the appropriate DAS contact person.

(4) OSEP use the list of advocacy organizations within a state which is available from NICHY.

(5) OSEP follow the timelines announced in April, 1986

* OSEP specify more clearly the agency which is responsible for sending the letter of notification to advocacy groups within the state about the public hearing.

PROBLEM: CONTENT OF THE NOTICE OF MEETING FOR PUBLIC COMMENT:Savage (1) comments be limited to "systemic problems and successes only", but give no specifics on what is considered "systemic" and (2) asks recipients to distribute the notice of the public hearing. However, the notice does not make it clear that comments from individuals will not be accepted.

RECOMMENDATIONS: That

(1) the notification describe what "systemic" means and that it include some guidelines, e.g. are placements being made on the basis of handicapping condition only?; are initial placements being made before the IEP meeting?; are parents told of the placement options which have been considered for their child?; are they told of their rights under the law?

(2) the letter explain that the purpose of the monitoring visit is to ensure that there is a process for providing a free, appropriate education under the law, not to hear complaints that the process is not working.

(3) the letter include ground rules such as limiting the time allowed for oral presentations and setting timelines for presenting written comments.

MONITORING ISSUES OF CONCERN TO THE CCDD MONITORING SUBCOMMITTEE

II. FORMAT FOR THE PUBLIC HEARING

PROBLEM: FAILURE TO PROVIDE INDIVIDUAL INPUT: Hanft
As noted earlier, the letter of notification of the public hearing requests that (1) comments be limited to "systemic problems and successes only", and (2) asks recipients to distribute the notice of the public hearing, but does not make it clear that comments from individuals will not be accepted. Attendees at hearings in some states reported that the monitoring team refused to listen to individuals, even though their comments were about "systemic" problems. This failure to listen to individuals resulted in a feeling that the monitoring visit was a paper exercise and that the team was not really interested in finding out if the state was in compliance with the law. Furthermore, the committee suggeststhat by listening to individual parents the monitoring team could get a sense not only of the effectiveness of the state's monitoring of LEA's but also of the caliber of the state's parent training program.
RECOMMENDATIONS: That

(1) the time for oral testimony be allocated amoung advocacy groups, state-wide parent organizations and individuals.

(2) the P & A or state parent training center be allowed to set up an information table at the hearings to help those who wish to testify.

PROBLEM: PUBLIC PERCEPTION OF MONITORING TEAMS' ATTITUDE: Hanft
In some states, advocate and parent groups were rather resentful of what they perceived to be the monitoring team's negative attitude at the public hearing.

RECOMMENDATIONS: That

(1) the monitoring teams be reminded that they represent the federal office of special education and that their attitude is equated with that of the department.

(2) the team schedule be arranged to allow members adequate time to rest and relax before the public hearing.

PROBLEM: LACK OF FEEDBACK TO THOSE WHO TESTIFIED: Marchand
(3) a synopsis of testimony presented at the public hearing be made for the record of the monitoring visit. The state P & A could be asked to distribute it to all those who submitted comments.

MONITORING ISSUES OF CONCERN TO THE CCDD MONITORING SUBCOMMITTEE

III. THE FINAL MONITORING REPORT

PROBLEM: THE LENGTH OF TIME BETWEEN THE MONITORING VISIT AND THE FINAL REPORT: Marchand

The CCDD Monitoring Subcommittee would like the monitoring process to be more open to the public. However, until that occurs, the subcommittee has the following

RECOMMENDATIONS: That

(1) if an exit interview is requiested by the SEA, a representative of a group outside of the SEA, such as the parent training center or the P & A system, be allowed to sit in on the meeting.

(2) all those who submitted testimony be notified when the intitial letter of the monitoring team is sent to the state and told that the state has 30 days to respond. This procedure would allow advocates to know that the timeline for compliance has begun but also gives the SEA a chance to clarify and change its procedures without negative publicity.

(3) all those who submitted testimony be notified of every extension of time for the state to respond.

(4) all those who submitted testimony be notified when the final monitoring report is sent to the state and told how to get copies of that report.

AMERICAN FOUNDATION FOR THE BLIND, INC.

GOVERNMENTAL RELATIONS DEPARTMENT

1680 L STREET, N.W.
SUITE 214
WASHINGTON, D.C. 20036
TEL: 202 467-5996

May 7, 1987

Eileen Hudson
National Association of Parents
of the visually Impaired
2180 Linway Drive
Beloit, WI 53511

Dear Eileen:

Here's an update on amendments dealing with residential schools under Chapter I of the Education Consolidation and Improvement Act.

The House has, as of this date, still not ordered the bill reported. This is legislative shorthand which means that the Education and Labor Committee has not cleared the bill for a vote by the full House of Representatives. I thought you might find it useful to have the following exact wording of Congressman Bartlett's amendments:

> Consistent with Part B of the Education of the Handicapped Act and regulations pursuant to such part related to least restrictive environment, (a state agency shall) set forth policies, procedures, and guidelines for transferring children from state operated or supported institutions and programs and from separate schools and programs operated or supported by local education agencies.
>
> The Comptroller General of the United States through the General Accounting Office shall conduct a study of the implementation of the State Operated Program for Handicapped

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Children under Chapter I and its relationship to Part B and Part H of the Education of the Handicapped Act. Not later than January 31, 1989, the comptroller General shall submit a report containing the findings of such a study to the Committee on Education and Labor of the House and the Committee on Labor and Human Resources of the Senate.

The Senate has not scheduled any action on Chapter one reauthorizations. According to staff, the Senate Subcommittee on Education, Arts and the Humanities may wait until the next session of the 100th Congress, that means after the first of the year, to schedule action.

Thank you for your interest and assistance.

Sincerely,

Alan M. Dinsmore
Legislative Network
Coordinator

bcc: Alana Zambone

AMERICAN FOUNDATION FOR THE BLIND, INC.

GOVERNMENTAL RELATIONS DEPARTMENT

1680 L STREET, N.W.
SUITE 214
WASHINGTON, D.C. 20036
TEL: 202 467-5996

April 22, 1987

Eileen Hudson
National Association of Parents
of the Visually Impaired
2180 Linway Drive
Beloit, Wisconsin 53511

Dear Eileen:

Thanks for taking the time to speak with me regarding amendments to P.L. 89-313 dealing with residential schools.

I have enclosed a memo which recaps the action. I have also enclosed a copy of the issue paper we discussed on P.L. 84-142 compliance.

Thanks again and remember we are always available to answer questions on what's happening in Congress or the Department of Education.

Sincerely,

Alan M. Dinsmore

Alan M. Dinsmore
Legislative Network Coordinator

Encl: (2)

AMD:wp

bcc: Kathy Huebner
Alana Zambone

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April 17, 1987

Ed and Anna Del Castillo
California Association of
Parents of the Visually Impaired
440 Winston Way
Upland, Ca. 91786

Dear Mr. and Mrs. Del Castillo:

Thank you for taking the time to speak with me regarding issues raised during the re-authorization of the Educational Consolidation and Improvement Act which may affect residential schools.

Events are about to overtake us since the markup on the House side is scheduled for April 21. However, I thought you should see the information anyway since the Senate has yet to schedule any action.

H.R. 950 which is the vehicle carrying modifications to Chapter I programs under the Education Consolidation and Improvement Act also contains modifications to P.L. 89-313 adopted during the Subcommittee markup. These modifications are the work of Congressmen Jim Jeffords (R-VT) and Bill Goodling (R-PA). I have attached a copy of the amendments and a background paper. We think they are sensible modifications which also maintain the integrity of the P.L. 89-313 programs.

I have also enclosed a copy of Congressman Steve Bartlett's proposals. Please note that we do not know whether this is the complete package of Bartlett amendments. At this point, I think the wisest approach, if you agree with the thrust of the Jeffords

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Goodling package, is to be in contact with Congressman Augustus Hawkins to urge that the full Committee on Education and Labor accept the H.R. 950 as modified in subcommittee markup.

Thanks again and I do apologize for such short lead time. Perhaps we can get together in mid July when I will be in Los Angeles for the American council of the Blind convention.

Sincerely,

Alan M. Dinsmore
Legislative Network Coord.

encl: (3)
bcc: Alana Zambone
Kathy Huebner

AMERICAN FOUNDATION FOR THE BLIND, INC.

GOVERNMENTAL RELATIONS DEPARTMENT

1660 L STREET, N.W.
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March 20, 1987

Ms. Keitha Robinson
Office Manager
National Association of Parents
ofthe Visually Impaired
2011 Hardy Circle
Austin, TX 78757

Dear Keitha:

I have enclosed two items which I think might be of some interest to you and to members of the NAPVI board.

First, as you may know, there is some interest in modifying P.L. 89-313 "State Operated Programs." I have enclosed a draft of some suggestions for modification which were developed by Congressman Steve Bartlett who is the ranking minority member of the House Subcommittee on Select Education. Mr. Bartlett's congressional district includes parts of Dallas. I think it would be very helpful for NAPVI to develop a position on these proposals. Feel free to duplicate this paper and send it to the board members.

Second, I have enclosed a copy of the Consortium for Citizens with Developmental Diabilities Budget Document which is prepared annually in response to the President's budget proposals. I think it is an excellent quick reference document for programs in our field. Let me know if you think board members should receive it and I will mail the copies.

bcc: A. Zambone ✓

Sincerely,

Alan M. Dinsmore

Alan M. Dinsmore
Legislative Network Coordinator

Encl: (2)

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National Association for Parents of the Visually Impaired, Inc.

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NAPVI is a non-profit organization.
NAPVI's officers and board members serve on a volunteer basis.

Dear Alana,

Hi! Hope you're well and exercised!
Enclosed is a copy of my letter to Paul Thompson.

Would it be possible for you or Alan Dinsmore to give us (NAPVI Reps.) some sort of feedback on what is happening with 99-457 - such as number of letters received, results of letters (any impact) etc.
I would like to give my region people some imput.

Thanks -

Sue Fraser-Perrotta

HANKS NEST
168 No. WATER ST.
PORTSMOUTH, R.I. 02871
JAN. 16, 1988

MR. PAUL THOMPSON
OFFICE OF SPECIAL EDUCATION PROGRAMS
U.S. DEPT. OF EDUCATION
400 MARYLAND AVE. S.W.
SWITZER BLDG. ,ROOM 4605 M/S 2313-4600
WASHINGTON, D.C. 20202

RE: P.L. 99-457, EARLY CHILDHOOK BILL, EDUCATION OF THE HANDICAPPED ACT
DEAR MR. R. PAUL THOMPSON,

I AM A VISION EDUCATOR/CONSULTANT, WORKING IN COMMUNITIES IN RHODE ISLAND. AT PRESENT OUR BLIND AND VISUALLY IMPAIRED POPULATION IS RATHER SPREAD OUT THRU-OUT THE STATE. THERE ARE AN INCREASING NUMBER, PARTICULARLY OF VERY YOUNG CHILDREN BEING IDENTIFIED WITH VISION PROBLEMS WHICH IF NOT INTERVENED WITH EARLY COULD DRASTICALLY DELAY ACADEMIC DEVELOPMENT IN THE PUBLIC SCHOOL SYSTEM AS THEY ENTER THE PRE-SCHOOL OR KINDERGARTEN ENVIRONMENT. THESE BLIND OR VISUALLY IMPAIRED YOUNGSTERS WILL NEED TO BE TAUGHT PROPER"BEHAVIORS" THRU PHYSICAL CONTACT AND SPECIAL VISUAL STIMULATION TECHNIQUES AND NOT THRU VISUAL MODELING. EARLY INTERVENTION REDUCES TIME SPENT IN UNLEARNING INAPPROPRIATE "BEHAVIORS". THE FOLLOWING STATEMENTS WILL ADDRESS THESE PARTS OF THE BILL;EARLY INTERVENTION SERVICES(SUBPART A, 303.10,SUBPART D) AND INDIVIDUAL FAMILY SERVICE PLAN(SUBPART A, 303.12;SUBPART D,303.66-70)

SINCE MOST VISULLY IMPAIRED AND BLIND CHILDREN ARE OF AVERAGE OR BETTER INTELLEGENCE(IN MY EXPERENCE) DEVELOPMENTAL DELAY AS NOW DEFINED MAY NOT BE APPROPRIATE MEASURES FOR THIS POPULATION. SOME WORK SHOULD BE DONE ON VERY DEFINATE GUIDELINES FOR THIS POPULATION. THESE GUIDELINES SHOULD INCLUDE, VISUAL DIAGNOSIS, EYE CONDITIONS AND ESPECIALLY FUNCTIONAL VISUAL BEHAVIOR. THESE GUIDELINES THEN SHOULD GUAREENTEE ACCESS TO EARLY INTERVENTION SERVICES FOR VISUALLY IMPAIRED YOUNGSTERS. SERVICES TO THESE YOUNGSTERS SHOULD BE PROVIDED FROM QUALIFIED/CERTIFIED EDUCATORS AND VISION THERAPISTS. THE PROGRAM SHOULD ENCOMPASS VISION STIMULATION AND VISUAL EFFICIENCY TRAINING, MOBILITY AND ORIENTATION WITH PARENTAL INVOLVEMENT AND TRAINING. IN WRITING UP PROGRAMS FOR THESE YOUNGSTERS QUALIFIED VISION PERSONAL

AND PARENTS SHOULD BE KEY MEMBERS FOR MAXIMUM EFFECTIVENESS. THE PLAN SHOULD INCLUDE A STATEMENT OF FUNCTIONAL VISION AND VISUAL EFFICIENCY SKILLS SO THAT REALISTIC GOALS CAN BE SET AND ACHIEVED WITHIN CERTAIN TIME FRAMES.

THE OVERALL LAW IS A POSITIVE STATEMENT ABOUT THE ROLE OF CHILDREN WITH DISABILITIES AND THEIR FAMILIES, AND SOCIETY'S COMMITTMENT TO ENHANCE THESE LIVES. IT RECOGNISES THE IMPORTANCE OF THE FAMILY IN THE OVERALL DEVELOPMENT OF THEIR CHILDREN AND THAT WITH EARLY INTERVENTION WILL HAVE IMPORTANT IMPACT ON THE PUBLIC EDUCATING OF THESE CHILDREN. STRONG GUIDELINES NEED TO BE DRAWN UP FEDERALLY SO THAT THE EXTRA BURDEN OF ADVOCACY AT MANY LEVELS DOES NOT FALL ON THE FAMILIES OF LOW PREVALENCE IMPAIRMENTS AND THESE YOUNGSTERS WILL HAVE ACCESS TO A FULL RANGE OF APPROPRIATE SERVICES.

SINCERELY,

LESLIE A. McIVER
ED. VISION CONSULTANT, BLIND AND
VISUALLY IMPAIRED
HAWKS NEST
168 NO. WATER ST.
PORTSMOUTH, R.I. 02871
(401) 683-0657

9/21/2012
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